GROUP METHODS OF STUDYING OCCUPATIONS

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By

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Second Edition—A Revision of
TEACHING ABOUT VOCATIONAL LIFE
By Mildred E. Lincoln, Ed. D.

Third Impression

INTERNATIONAL TEXTBOOK COMPANY
SCRANTON, PENNSYLVANIA

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International Textbook Company
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Printed in the United States of America

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First Edition

First Printing, August, 1937
Second Printing, May, 1938

Second Edition

First Printing, September, 1941
Second Printing, July 1944
Third Printing, January, 1947

The Haddon Craftsmen, Inc.
Scranton, Pennsylvania

Preface

Group Methods of Studying Occupations has grown out of the direct experience of the writer in teaching classes in educational and vocational information, and counseling in the public schools of Rochester, New York. As Chairman of a Guidance Committee for the Board of Education, she cooperated in the working out of units for the group study of occupational and educational information, and in the outlining of counseling procedures. She wishes to acknowledge the many courtesies extended to her by the Board of Education, and in particular by Mr. William E. Hawley, Principal of the Monroe Junior-Senior High School, by Mr. James M. Spinning, Superintendent of Schools, and by Dr. Herbert S. Weet, formerly Superintendent, Rochester, N. Y., in granting freedom to work out ideas, and permission to utilize materials.

The chapters that deal with methods and technique for classes in educational and vocational information are the outgrowth of courses taught by the writer in the Summer Session, 1928, The University of Rochester; 1929-1936, Teachers College, Columbia University; 1939, Syracuse University, comprising methods and materials for the study of occupations and of an accompanying class in the Horace Mann Demonstration School, Columbia University, entitled, "Illustrative Lessons for the Class in Occupations." These classes at Columbia University were taught 1937-1940 by Dr. Iona R. Logie, who has cooperated in the editing of this revision and submitted materials prepared by herself and by her students.

The chapters on objectives, and criteria for the evaluation of their attainment, have resulted from the writer's analysis of organized units of study from many parts of the United States, and the development and application of educational and vocational information tests and other methods of measurement made in con-

nection with her Doctorate Thesis on *Educational and Vocational Information* at the Graduate School of Education, Harvard University, Cambridge, Mass.

The writer acknowledges gratitude for the direction of Professor John M. Brewer of Harvard University in making the study indicated, and appreciation for criticisms and suggestions made during the further development and preparation of this manuscript.

Appreciation is also expressed to Professor Harry D. Kitson of Teachers College, Columbia University, and to the Staff of Horace Mann School, for cooperation in the development of the courses mentioned. Acknowledgment is made for student contributions in connection with individual lesson plans in the Appendix.

Grateful acknowledgment is also made of helpful suggestions and criticisms from Professor Rex B. Cunliffe, School of Education, Rutgers University; Professor C. Gilbert Wrenn, College of Education, University of Minnesota; Miss Leona C. Buchwald, Supervisor, Guidance and Placement, Public Schools, Baltimore, Md.; Miss Mary P. Corre, Director of Occupational Research and Counseling Division, Cincinnati Public Schools; Miss Gertrude Forrester, High School, West Bend, Wisconsin; Dr. Iona R. Logie, Hunter College High School, New York City; and from the writer's husband, Mr. Erle M. Billings, Business and Technical Personnel Director, Eastman Kodak Company, Rochester, New York.

Present conditions have emphasized the need for the organized presentation of educational and vocational information, through which may be developed concepts and understandings of occupational life and its problems, resulting in the development of right attitudes and the acquiring of skills needed for self-guidance and adjustment. A discussion of objectives, methods, and techniques, illustrative procedures, and criteria of evaluation is therefore particularly pertinent at this time. Many administrators are considering how best to organize group work, in order to conserve time and to reach the

majority of pupils. Teachers and counselors to whom the responsibility for such work is assigned, are seeking information and techniques to help them to carry on the work effectively.

Group Methods of Studying Occupations is in the nature of a handbook of principles and procedures in that function of the total guidance program concerned with the imparting of educational and vocational information.

Just as this book has itself grown out of varied experiences and wide contacts, so it is now sent out in the same spirit of helpfulness that has initiated, inspired, guided, and contributed to its contents. It is hoped that it will help to further the increase of information and the refinement of techniques in those aspects of guidance with which it deals.

Mildred Lincoln Billings.

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THE INDIVIDUAL: HIS NEEDS AND A PROGRAM TO MEET THEM

(Chapters I, II, and III)

CHAPTER I

Formulating Objectives to Meet Needs

When Do Young People First Need Guidance and Social Direction?

GUIDANCE in the lifelong process of understanding ourselves, our companions, our surroundings, constitutes a manifest need early in childhood. How early, it is difficult to determine exactly, since growth continues at varying rates, as do the outward evidences of needs. Everyone familiar with young people will, however, recognize as typical the following anecdotes taken from life:

Bobby, when scarcely six years old, gave evidence of a marked need for specific guidance. He was irritable, selfish, uncooperative in home activities, and unwilling to share anything with his small sister. One day his troubled mother heard a school counselor suggesting at a parents' meeting various ways of utilizing a child's natural curiosity and his imitation of adult activities in order to make him aware of his part in the life around him. When the grocer's boy, the milkman, the postman, the electrician, or the carpenter called at Bobby's home thereafter, the boy's mother made a point of telling him something interesting about each of the workers as a helper in the scheme of daily life. Gradually Bobby came to understand and appreciate the meaning of sharing, even a little, in the world's work. As he developed a desire to help, his mother gave him little tasks for which he might be respon-

sible. She remembered reading in *The Normal Mind*[1] by Burnham that everyone, no matter how young or old, needs "a task, a plan, and freedom to carry it out." Bobby's former unpleasant attitude in the home was gradually changed to a happier, more cooperative one. Thus the trend of one who later would probably have proved a discontented, discordant worker was corrected in early stages.

In a real sense, Bobby's mother became his first guide in the development of wholesome social attitudes, and his first instructor in occupational information. Had his maladjustment been left to intensify itself, society might have had a difficult task later on in bringing about his personal adjustment.

Howard was in the senior high school. In seventh grade he had had instruction as to curricula offered by the school, and had made his own choice of program with the aid of his parents and the school counselor who called at his home. In the ninth grade, he had a survey course covering occupational information about agriculture, manufacturing, mining, transportation, and the other large groups of workers. He took this all as a matter of course and saw little in it vital to him personally. Although he was a good student and followed his chosen school program without any serious personal problems, he did not do so well as he might have done with a clearer purpose in his work.

Suddenly, in the eleventh grade of the senior high school, it occurred to Howard that next year would be his last in high school. He must decide what to do after that. If he went on for further training, what kind of school should he choose? All this anxiety was precipitated by having to decide whether to take advanced mathematics, whether to have another year of French—in short, how to shape up his program for the remaining

[1] Burnham, William M. *The Normal Mind*, pp. 208-212

time in high school. He hastily consulted the various kinds of school catalogues in the library and finally rushed into the counselor's office all out of breath, exclaiming, "I've looked through all of the college catalogues in the library and I'd like to do everything that is in all of them! Now what would you do about that?"

The counselor, upon questioning Howard, found him interested in a wide variety of occupations, but without definite information as to the requirements of any of them. Moreover, the boy was troubled because his interests were so varied and he did not seem to have just one talent for which he was evidently "cut out." The counselor explained to him that this condition was only normal, that boys of his age should have many interests, even many more than he had. She explained how his school subjects, such as chemistry and mathematics, and his many extra-class activities all offered new interests and try-outs for him. In the school library she found for him books covering many fields of work, and others covering special fields, and explained the steps one may take in selecting a life work by exploring a field of work and one's own fitness for it.

The reasons for Howard's panic are evident. He was immature in junior high school and the course in occupations that he had in the ninth grade was just what it should be, an over-view of vocational life. No attempt had been made as yet to focus his thought on any one type of work as his possible choice. That also was as it should be; but the senior high school which he entered then had no provision for continued instruction in educational and vocational information. As he matured, he was not led to think or plan about the future—and so, when confronted with a decision as to his objectives, it was a crisis to him instead of the natural unfolding that it should have been.

Mary was a senior in high school. Since her desire was to become a teacher in the grades, she wanted to attend a state teachers' college. Her marks in school subjects were nearly all excellent, as were also those in personal attitudes, such as cooperation. A visit to her home, however, revealed that her parents were unwilling to send her on for further education. Her mother said, "Why should we sacrifice any more for her? She won't do the least thing to help us at home—not even wash dishes!" Mary in turn complained, "Why can't my mother go out to work to send me to school? Other girls' mothers do!"

We wonder which side of Mary will finally go to work—the one that is one hundred per cent cooperative, as she has been in school, or the side she has shown at home, of no cooperation. Manifestly, the home and school should have put their efforts to unifying Mary's concept of responsibility and helpfulness, and to formulating her educational and vocational plans.

Charles was no problem at all, just an example of thoughtful, well-directed self-guidance. He worked his way through high school with his paper route, buying his own clothes and books. From extra work at the newspaper office he earned a substantial sum toward college fees. His outstanding interest in mathematics and science made engineering his choice of occupation. He did not, however, decide in high school as to the branch of engineering in which he wished to specialize. His fine high school record of scholarship and earnest self-help brought recognition from the technical school of his choice. He was given an opportunity to earn his way through part-time work, and one job well done led to another. The technical school he attended gave, in his freshman year, a survey course on fields of work in engineering, which helped him make his final choice in the field of mechanical

engineering. He stayed out of college one year to earn money, and so gained valuable experience that helped crystallize his vocational decision.

Work attitudes early developed, earnestness of purpose, appropriate information about educational and vocational opportunities, try-out experiences, all had their part in the guidance of this youth. Along both formal and informal avenues for obtaining information and guidance, he was helped to achieve his goal.

Young people, from their earliest years, need activities likely to furnish vocational information, and opportunities for the development of right attitudes, if serious crises are to to be avoided and development is to be normal and wholesome. School and home need to work together in providing this information and guidance, and in continuously utilizing community resources.

Obviously, many of the questions and problems of young people and the related information they need about schools and vocations can be provided through group instruction and activities. At every stage of school work certain types of information are pertinent. The school as the organized agent of society may have superior opportunities to give such guidance and information through its activities and subject matter, if its teachers are prepared to do so, but the home and the community also have important responsibilities. The following chapters will discuss the community, the school, the teacher, in relation to the individual needs of youth for educational and vocational information, with particular reference to methods and sources.

Pupil Needs as Analyzed by Themselves.

Pupils in the lower grades may be quite unaware of their needs or of how to express them. Even in later grades, such as the junior high school, the interests which young people express in certain types of information may

be restricted by their own limited horizon of experience and information, and by lack of incentive to look to the future. For example, if, in studying occupations, pupils choose for study only those occupations in which they are at present interested, they have little background from which to choose, and consequently limit themselves to a very narrow range. In such cases we often have to analyze their needs ourselves by observing the present experiences of other youth and adults, and visualizing the types of information and experience likely to prepare youth now in school to meet their future needs. This information, however, must not be unrelated to their present thinking and activities, but so presented as to be on a plane with their developmental status.

Pupils in the upper years of the senior high school or young people who have left school can often look back upon their school experience and cite special types of information and experience that would have been helpful to them. They may also analyze their present needs more articulately than before. A questionnaire given to a cross-section of tenth, eleventh, and twelfth grade pupils from the high schools in Rochester, N. Y., gave interesting results.

In answer to the question: "Have you felt a need in senior high school for such guidance as listed below?", the percentages and numbers affirming such needs were as follows:

A. *Occupational information:*

	Per cent[2]	Frequency	
1.	56	(808)	Information about occupational opportunities, local and elsewhere; requirements, working conditions, etc.
2.	57	(823)	Help in estimating your own qualifications in

[2] The per cent figures were calculated by dividing the frequency for each item by the total number of pupils (1426).

	Per cent	Frequency	
			relation to these requirements, and in making a suitable choice of a life work.
3.	51	(728)	Guidance in planning preparation for your chosen work.

B. *Educational information:*

	Per cent	Frequency	
1.	42	(605)	Courses of study and elective subjects; values of subjects.
2.	41	(596)	Graduation requirements for high school.
3.	49	(700)	Entrance requirements for college, normal schools and other institutions.
4.	38	(550)	Educational opportunities of various kinds (a) .... local (b) .... elsewhere.
5.	31	(454)	Requirements for State and other scholarships.
6.	52	(751)	Educational training required for various lines of work.
7.	33	(475)	Information regarding efficient study habits.

C. *Individual help and counsel from someone with whom you could talk over your problems in regard to:*

	Per cent	Frequency	
1.	50	(727)	Choosing your subjects and planning your program with more purpose.
2.	36	(517)	Succeeding in your school work through making better adjustments.
3.	51	(740)	Deciding upon what vocation you wish to follow and planning your preparation.
4.	34	(490)	Building attitudes which will help you to succeed.
5.	42	(607)	Forming plans for education and training beyond high school.
6.	41	(590)	Securing employment (a) ....part-time (b) ....full-time. List any other topics in which you would be interested and comment on other ways in which the school could help you more:

In what grade is such help most needed?

9th grade	10th grade	11th grade	12th grade
59.7% (853)	43.6% (623)	39% (560)	47% (671)

The results of the questionnaire indicate that senior high school pupils are aware of their need of further educational and vocational information. A comparison of the frequency with which pupils have checked certain items reveals outstanding points of interest of which counselors and teachers of groups studying educational and vocational information should take cognizance. It is interesting to note whether this expression of need for the same kinds of information is greater in the case of an unguided than of a guided group. A twelfth grade group in a school where one-third of the pupils had had no organized instruction in educational and vocational information in the junior high school, and no counseling in the senior high school, was compared with a twelfth grade group in a junior-senior high school in which a continuous guidance program is in operation. An examination of the following items shows a tendency for the former group to express a greater need for certain kinds of information:

Group having some guidance in J. H. S.; no guidance in Sr. H. S.	Group having guidance throughout J. H. S. and Sr. H. S.	Selected items from Questionnaire: Have you felt a need in senior high school for such information as:
Per cent checking question	Per cent checking question	A. *Occupational information:*
38.3	32.4	1. Information about occupational opportunities, local or elsewhere.
46.9	14.8	2. Help in estimating your own qualifications in relation to these requirements.
30.5	22.9	3. Guidance in planning preparation for your chosen work.

Per cent checking question	Per cent checking question	
		B. *Educational information:*
28.1	13.5	1. Courses of study and elective subjects; values of subjects.
18.0	17.5	2. Graduation requirements for high school.
34.4	28.3	3. Entrance requirements for colleges, etc.
28.1	9.4	4. Educational opportunities of various kinds.
16.4	14.8	5. Requirements for State and other scholarships.
34.0	28.3	6. Educational training required for various lines of work.
25.0	17.5	7. Information regarding efficient study habits.
		C. *Individual help and counsel from someone with whom you could talk over your problems in regard to:*
25.0	22.9	1. Choosing your subjects and planning your program with more purpose.
21.1	12.1	2. Succeeding in your school work through making better adjustments.
30.0	21.6	3. Deciding upon what vocation you wish to follow and planning your preparation.
25.8	22.9	4. Building attitudes that will help you to succeed.
35.9	22.9	5. Forming plans for education and training beyond high school.

In the junior-senior high school just referred to, organized class work in educational and vocational information is given in the seventh and ninth grades once a

week, and counseling is continued throughout high school. Items checked under *A* and *B* may indicate the need for more class time on these topics. Items checked under *C* may show the need for more adequate time for individual counseling. In all the items, the group which had only partial guidance expresses a sense of need for information and counsel that is consistently greater than that expressed by the more thoroughly guided group.

Acquiring a Comprehensive View of Occupational Life.

The intricacy of the problems arising from the changes that have been taking place in industry, in society, and in education seems to increase overnight—so fast that even those making an intensive study of social and economic changes can not yet fully comprehend their influence upon occupational life nor keep pace with the rapidity with which old occupations disappear and new ones appear. How then can youth, unaided, be expected to acquire an understanding of the variety of vocational opportunities now open? How can they integrate themselves into the complex relationships of occupational life?

When young people are faced with the problem of choosing a vocation, they quite naturally turn first to the familiar occupations with which they have had some contact and about which they possess some slight information.

Studies of the occupational preferences of high school pupils show a narrow range of choice resulting from the restricted number of occupations known to them. Professor R. B. Cunliffe,[3] in summarizing the results of such a survey, states that:

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[2] Allen, Frederick J. *Practice in Vocational Guidance*, p. 66. (Used by permission.)

> Sixty-four per cent of the boys' choices were in five occupations: medicine, law, business, civil engineering, and pharmacy. Seventy-six per cent of the girls' choices were in three general fields: teaching, music, and secretarial work. Eighty-three per cent of all the students chose ten occupations; teaching, medicine, engineering, business, law, stenography, music, pharmacy, secretarial work, and dentistry . . . Seventy-four per cent selected vocations in the professional group . . . Forty-two per cent of the girls selected teaching.

Such limitation of choice is caused to some extent by lack of thoughtful consideration, but to a far greater extent by lack of opportunity to acquire a broader and more comprehensive knowledge of the occupations open to choice. Limitation of outlook is evident even among college students as revealed in one study,[4] which found that about eighty-three per cent of all choices were in the professional fields, the favorites being medicine, law, and teaching. Williamson also comments on this tendency.[5]

Dr. Clara Menger found similar results in her study of the *Significance of Vocational Choices.*[6]

> The boys choose 199 occupations in all, while the girls choose only 113.[7] Comparing these figures with the total number of known occupations, it is possible to realize how limited are the choices of school children.
>
> Eighty-two per cent of all boys (over 9,000) choose these popular occupations (the twenty-six occupations mentioned as "popular" were those chosen by one per cent

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[4] "An Analysis of the Occupational Aims of College Students," by E. Donald Sisson, *Occupations,* the Vocational Guidance Magazine, XVII, December, 1938.

[5] "On Choosing a Vocation," E. G. Williamson, *Occupations,* the *Vocational* Guidance Magazine, XIV, April, 1936, pp. 636-640.

[6] *The Signficance of Vocational Choices* of School Children and College Students by Clara Menger, printed privately, New York, 1932; excerpts pp. 21, 45-46; 48; 69-71. (Used by permission.)

[7] Five hundred and fourteen occupational groups were listed by H. D. Kitson in *I Find My Vocation,* 1931 Edition, pp. 19-36. These 514 groups were the basis for Dr. Menger's comparison.

or more of the group). Engineer was first; aviator, second; physician, third; lawyer, fourth.

It is interesting to note that the most popular occupation in the elementary grades was that of aviator; in junior and senior high school grades, that of engineer; and in college, that of physician.

Although there was but one occupation, teaching, that was popular at every grade, girls persisted in choosing certain popular occupations over several grades. Three occupations were popular from the third grade through senior high school: those of nurse, stenographer, and artist. Bookkeeping was popular from the fourth grade through the twelfth grade. Secretarial work was popular from the fifth grade through the college levels.

The book, *Administering the Secondary School,*[7a] summarizes these tendencies.

The excess of boys planning to enter engineering and other professions and of girls choosing teaching, nursing, and clerical work, and the complementary shortage of choices in other fields, are evidences of the need for guidance in vocational choice.

Professor John M. Brewer's[8] article "Recent Progress and Problems in Vocational Guidance," pictures strikingly the difference between the conditions under which a child became acquainted with adult occupations two or three centuries ago and those with which he finds himself confronted today:

In the Tate Gallery in London is the striking picture by Sir John Everett Millais, *The Boyhood of Raleigh.* A sailor is talking of the sea to two eager boys, pointing as he talks. The flavor of the environment is salt: the contact with the sailor and with the sea genuine and

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[7a] Koos, L. V., Hughes, J. M., Hutson, P. W., Reavis, W. C. *Administering the Secondary School.* New York: American Book Company, 1940, p. 186.. (Used by permission.)

[8] Allen, Frederick J. *Principles and Problems in Vocational Guidance,* p. 35. (Used by permission of publishers, McGraw-Hill Book Co.)

concrete. Thus Sir Walter received his vocational guidance in the sixteenth century.

In the eighteenth century the elder Franklin led his son Benjamin about the streets of Boston, showing him the several opportunities and aiding him in selecting a trade. As they walked about the small city, it was easy to step into the various shops to see the men at work, or, indeed, to view them from the street at benches and counters.

Coming to the twentieth century, however, vocational guidance, except for the very fortunate, is not nearly so easy. If a father attempts to show his son the occupations of today, what do they see? Let them walk about Harvard Square or down to Dock Square in Boston. Out of the eighty-one occupations, each having over 100,000 workers, they would see in an ordinary walk not more than eighteen, and even diligent and continued observation would disclose not more than forty. Besides, no ordinary father could tell his son the qualities of more than a very few occupations. The chief things seen in such a modern walk are high buildings, grated openings, offices, stores, and show windows. Set a sixteen-year-old boy or girl in this environment and what a distorted idea of occupational life he acquires. In the first place he needs to learn that the workers he sees represent but a small part of all, and that two-thirds of the working population earn their living with their hands. In the second place, he needs to realize that the things one sees with his eyes are the least important features of vocational life; that there are social problems and psychological factors that delineate the specifications of an occupation far more accurately than do observations of the tasks performed or the places of work.

In *The Village Blacksmith* Longfellow gives an interesting picture of the children coming home from school and stopping in to see the village smith at work. Contrast this with what children nowadays see on their way

home from school. If alert, they may observe delivery and messenger boys, postmen, steam-shovel and tractor operators, and truck drivers. At best, however, is not their view restricted, as mentioned, to "high buildings," "show windows," and often for the sake of safety by "keep-out" and "no admittance" signs on the areas surrounding workers busy at their occupations?

It is evident that under present conditions an understanding of occupational life and its intricate relationships can be acquired only with the greatest difficulty. Children of today have neither the contacts to obtain such information unaided, nor the knowledge of procedures through which it may be secured.

The problem concerns itself not alone with a survey of the scope of occupations open to an individual, but also with interpretation of the conditions surrounding these occupations. Viewing the kaleidoscopic changes that have taken place in vocational life, one sees the movement of the workshop from the home, with its handful of workers, to the factory housing thousands. One sees the introduction of machinery; the speeding up of production; the displacement of the all-round worker by the specialist; and a growing interdependence of workers, with the resulting complexity of economic relationships.

The adage so frequently heard 25 years ago, "Square pegs in square holes; round pegs in round holes," would be difficult to apply in practice when both the peg and the hole are changing so rapidly! It has been stated that 25 per cent of present-day workers are in occupations that did not exist 25 years ago; that during those years approximately three hundred occupations have gone out of existence, and that, in the future, 75 per cent of the working population will probably be in occupations that do not now exist. On the one hand there is, therefore,

a constantly changing economic situation; on the other, a young person whose interests and abilities are developing and unfolding. A wide ability-range for probable success exists for each normal individual. This fact makes the process of acquiring adequate information about such ranges of possibilities all the more difficult, yet all the more challenging and necessary.

While these economic changes have been taking place, the structure of society itself has been affected. The home was once the center of vocational activity, and in it the child had opportunity for both try-out experiences and vocational training. Now one parent, frequently both, work in an environment far removed from the place of residence. Highly specialized occupational life has limited the vision of most parents to such an extent that they know little of the breadth and variety of opportunities possible for their children. The tendency is for parents to encourage their children to choose occupations requiring more education and training than their own, and supposedly leading to higher social status. Hence arises the preponderance of the professions in vocational preferences of young people. This is shown in several studies [9] which contrast the vocational choices of young people with the occupations of their parents. One study[10] showed approximately one-third of the fathers to be engaged in professional fields, which was in marked contrast to the vocational aspirations of the sons, with eighty-three per cent of the latter's choices in the professional fields and only thirteen per cent in business.

[9] Koos and Kefauver, *Guidance in Secondary Schools*, pp. 225-226.
Sparling, Edward J. *Do College Students Choose Vocations Wisely?* Bureau of Publications, Teachers College, Columbia University, 1933, Chap. III.
Bedford, James H. *Youth and the World's Work*, Vocational Adjustment of Youth in the Modern World. Los Angeles: Society for Occupational Research, 1938. Chapters II and III.

[10] "An Analysis of Occupational Aims of College Students," E. Donald Sisson, *Occupations*, the Vocational Guidance Magazine, XVII, December, 1938, pp. 212-213.

Also, in comparing the occupational interests of youth, with actual occupational distribution as given in the United States Census, the per cent of professional choices is invariably found to be several times greater than the latest Census shows the actual per cent to be.

Not only has social and economic life changed, but, in growing recognition of the differences in individuals, the school has multiplied its curricula and all its activities to meet the needs of a diverse school population. So complex has school life become that pupils need careful guidance in adjusting themselves to its relationships and in choosing among the opportunities afforded them. Maladjustment in school can easily result in improper adjustment in vocational life.

The authors [10a] of *Administering the Secondary School* place responsibility for aiding young people on society.

> Helping young people to make a proper choice of life work has of necessity become a social function because of the greatly widened range of opportunities and the increased difficulty of seeing them.

Numerous studies have [11] shown that from 60 to as high as 90 per cent of the discharges from business and industry are caused, not from lack of skill or technical knowledge, but from lack of right attitudes and of the understanding of fundamental relationships. Thus an

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[10a] Koos, L. V., Hughes, J. M., Hutson, P. W., Reavis, W. C. *Administering the Secondary School.* New York: American Book Co., 1940, p. 179. (Used by permission.)

[11] Brewer, John M. *Occupations,* Chapter on "Vocational Ethics," pp. 107-108.

Handbook for Job Hunters, Metropolitan Employment Counselors, New York, pp. 28-29. (Survey of about 4,000 discharged office and clerical employees showed that 10 per cent lost their jobs because of lack of specific skills, while 90 per cent lost their jobs because of poor character or personality traits.)

See Appendix B, Plan 17.

"Why They Couldn't Hold Their Jobs," *Personnel Journal,* December, 1935. Quoted in *Fitting Yourself for Business,* by E. G. MacGibbon; Chapter X, "Making Good on the Job."

otherwise suitable choice becomes ineffective. A frequent comment made regarding a boy or a girl who is having difficulty in school adjustment is, "Well, never mind, when he gets a job, he'll find himself!" Will he? Someone, on starting out for his vacation, aptly remarked that he could have a fine time if only he did not have to "lug himself along!" Likewise these unadjusted boys and girls might easily find themselves in business and industrial life if they did not unfortunately tend to "lug along" their old habits and attitudes.

Responsibility of the School for Giving Educational and Vocational Information.

The responsibility of the school for helping young people to grow in educational and vocational understanding, and to develop attitudes in harmony with the demands of social and economic life, becomes apparent. While it is recognized that this is a joint responsibility of the home, the school, and other agencies of society, it is evident that the school, through its organization, is best equipped to provide opportunities for acquiring educational and vocational information during the vital years of development when pupils' choices are pending. That this instruction is cultural as well as practical is affirmed by Professor Harry D. Kitson:[12] "It is just as essential to know the parts played in civilization by the plumber and the astronomer, as to know the parts played by Nero and Queen Elizabeth."

Information a Basic Function.

Many schools throughout the country, in recognizing their responsibility for educational and vocational guidance, and in beginning to develop a program, have provided curricular opportunities for group study of educational and vocational information. From this as a

[12] Kitson, Harry D. "Vocational Guidance Through School Subjects," *Teachers College Record*, XXVIII, May, 1927.

starting point, the other functions of guidance naturally develop; for example, a well-considered choice of occupation necessarily depends upon a wide knowledge of opportunities from which to choose; suitable preparation for a chosen occupation involves a knowledge of personal requirements and of schools and courses giving the needed training; satisfactory placement involves the understanding of business and industrial conditions and information as to openings. From this basic function of providing opportunities to acquire educational and vocational information most pertinent at the time, proceeds the development of a comprehensive guidance program.

Desirable Objectives.

To understand the purposes which school administrators have in mind in providing opportunities for group study of educational and vocational information the author has analyzed units of study and guidance programs from various sections of the country. Considering seventy-five outlines in which definite statements of objectives were found, the following is a summary of major points.

VOCATIONAL OBJECTIVES

1. To give a broad general survey of occupations in order to broaden pupils' outlook on vocational life and to enlarge their interests.

2. To bring out qualities of character and attitudes essential for success in school or elsewhere, and to develop worthy habits of work and conduct.

3. To aid pupils in studying their interests and abilities and in shaping the development of these along purposeful lines.

4. To provide accurate unbiased sources of information about schools and occupations, and thus to protect from false and misleading information and counsel.

5. To train pupils in right methods of investigation, to develop in them techniques for obtaining information,

reliable criteria for evaluating it, and thus to make each individual of the group increasingly capable of self-guidance in adjusting to school and occupational life.

6. To assist pupils in their application of information and experience gained, to the tentative formulation of suitable educational and vocational plans; and to cooperate with parents to this end.

7. To develop attitudes of respect for and appreciation of all socially useful work.

8. To create a desire to serve and to fill a helpful place in the world of work.

9. To study occupational relationships, to comprehend the significance of the interdependence of workers, and to see the part each worker plays in the whole scheme of society.

10. To study economic and social conditions of occupational life in order that pupils may develop an intelligent and cooperative attitude toward the problems involved.

11. To encourage pupils to think seriously about several occupations in which they are interested and to help them to secure and evaluate specific information concerning those occupations of individual interest.

12. To consider the worthy use of leisure as complimentary to well-rounded vocational life.

13. To give pupils access to information about work opportunities in fields for which they are fitted and to train them in techniques of obtaining employment.

14. To study impartially the problems of occupational life, including functions of labor and employer organizations; legislation affecting working conditions, security of employment, and protection of employer and employee; attitudes conducive to proper adjustment on the part of both.

15. To study occupations of importance in the local community, with particular reference to conditions of employment, overcrowding, or demands for workers in specific fields.

Educational Objectives

(In order of frequency.)

1. To assist pupils in orienting themselves to the school through study of its organization, curricula offered, values of school subjects, and effective methods of study.

2. To study the relation between vocational requirements and the education and training needed to meet these requirements, and thus to help pupils to make their educational plans in line with their vocational objectives.

3. To consider the purposes of education, its contribution to life, and the value of remaining in school until one can enter occupational life with suitable training.

4. To study the offerings of various types of schools, and their requirements, and to aid pupils in their choices of further educational opportunities.

5. To help pupils leaving school to realize the need for continuing their education and to point out opportunities for further training and development.

6. To aid in the integration of school and life through contacts afforded with commercial, industrial, and other vocational pursuits, particularly by keeping young people adequately informed about social and economic issues of vocational life.

7. To develop a spirit of cooperation between the home and the school in the working out of plans, and to help in such readjustments as are needed as pupils' interests develop or conditions change.

Analysis of Vocational Objectives.

In order to plan a program in which the provision for acquiring educational and vocational information fulfills its purpose, it is essential to be clear as to the objectives set up as desirable. To this end a short exposition of each statement follows:

1. *To give a broad general survey of occupations in order to broaden pupils' outlook on vocational life, and to enlarge their interests.*

One may view occupational life as occurring in concentric circles: an outer-circle of human relationships and activities; a smaller circle within this of occupations in daily association; and within all, a small group of occupations of special interest to the individual. In studying occupations it may stimulate interest and motivate the work to start with the inner circle of familiar occupations, but it is requisite to look also at the outer circle, if an enlarged vision of occupational opportunities and relationships is to be gained. Thus the occupational horizon of an individual is broadened; thought is awakened, new interests are developed, and widely inclusive occupational relationships become recognized.

2. *To bring out qualities of character and attitudes essential for success in school or elsewhere, and to develop worthy habits of work and conduct.*

The basic qualities underlying success in school are essentially the same as those underlying success in vocational life. A maladjusted child in school is liable to become, for the very same reasons, a maladjusted worker in his out-of-school relationships. It is therefore important that we strive for the conscious development of those qualities of character and modes of conduct that make for adjustment in school or elsewhere. Specific consideration of these requisites for success is fitting when occupational requirements are under consideration.

3. *To aid pupils in studying their interests and abilities and in shaping the development of these along purposeful lines.*

Try-out experiences in many lines should parallel the study of occupations. Group investigations will thus have more vital meaning as the values of exploratory experiences are discussed and the possibilities of various lines of work pointed out. In this way the pupil learns

to interpret his own capacities and direct his vocational thinking. This technique of self-appraisal should accompany the technique of occupational study.

4. *To provide accurate unbiased sources of information about schools and occupations and thus to protect from false, misleading information and counsel.*

Direction to reliable sources of information is fundamental as a basis for an intelligent approach to the study of occupational life.

The importance of protection from false and misleading attempts at guidance is evident to those familiar with the advertisements found in many young people's magazines. Exaggerated notions are given of the salaries in certain lines of work, and of promotional opportunities. Undue promises are frequently made as to results to be gained through certain schools and courses of study. Alluring but questionable [13] means of analyzing an individual's abilities and interests, and of solving his vocational future for him tempt the unsuspecting person seeking help. The invitation to "sign on the dotted line" either is present or is forthcoming upon answering these appeals, and the whole experience is likely to result in financial loss, disillusionment, and discouragement as to the possibility of any reliable, scientific approach to the solution of the vocational problem.

5. *To train pupils in right methods of investigation, to develop in them techniques for obtaining information, reliable criteria for evaluating it, and thus to make each individual of the group increasingly capable of self-guidance in adjusting to school and occupational life.*

It is manifestly impossible for anyone to study all of the thousands of occupations there are. Such study can, however, awaken an individual to keener observation,

[13] The Better Business Bureaus found in many cities and centered in the National Better Business Bureau, Chrysler Bldg., New York, N. Y., and also Chambers of Commerce will help to check the authenticity and reliability of these advertisements.

put him in touch with sources of information, and help him to evaluate requirements in the light of his own interests and abilities.

Interests will expand, abilities be put to test, conditions both within and without the individual will change and develop, necessitating continual adjustment. All through this process of unfoldment, techniques developed for studying occupations and for interpreting the requirements of these occupations in the light of the individual's own possibilities, operate toward self-guidance and the satisfactory working out of adjustments.

6. *To assist pupils in their application of information and experience gained, to the tentative formulation of suitable educational and vocational plans; and to cooperate with parents to this end.*

Individual choice of occupation should be an *outcome* rather than an *immediate objective* of group study of occupations. Fundamental to intelligent occupational choice is a wide knowledge of opportunities from which choice may be made. After such a broad general survey of occupations, an individual may focus his study upon those fields of interest which appeal to him as most suitable, and thus come naturally to his field of choice through a gradual process of elimination. A still further process of refinement may come in the selection of a specific occupation within a field. This process should finally eventuate in well-founded though tentative occupational preferences and plans.

Parents are intimately concerned with the educational and vocational aims of their children. They may unwittingly misguide or frustrate suitable plans unless they are kept informed as to the implications of developing interests and abilities and, in the light of these, are consulted in the formulation of tentative plans and such subsequent readjustments as may be necessary.

7. *To develop attitudes of respect for and appreciation of all socially useful work.*

8. *To create a desire to serve and to fill a helpful place in the world of work.*

9. *To study occupational relationships, to comprehend the significance of the interdependence of workers, and to see the part each worker plays in the whole scheme of society.*

10. *To study fundamental economic and social conditions of occupational life in order that pupils may develop an intelligent and cooperative attitude toward the problems involved.*

These last four objectives are inseparably linked together. A person could hardly study with intelligent comprehension the world of work about him without gaining in respect for and appreciation of these workers who contribute so much to his comfort and pleasure. Starting with such simple discussions as "Workers Who Help Each Other" [14] and "Grouping Like Kinds of Workers," [15] the dependence and interdependence of workers may be shown. To trace the workers who produce a pencil or some other article of common daily use, from raw materials to finished product links up a vast chain of workers. Such a relationship is illustrated by the poster referred to by Lyon, [16] "Who Gives Us Our Telephone Service?" In this is pictured a long line of workers—linemen, telephone operators, and mechanics—who would call on the telephone subscriber for their pay, if the subscriber paid for such service direct.

Out of these present-day complex human relationships grow most of our occupational problems. As one writer has said, [17] "We have won relative independence

[14] See Plan 1. Appendix B.
The following references are also helpful:
Brewer, J. M. *Occupations*, pp. 76-78.
Lincoln, M. E., and Brewer, J. M. *How to Teach Occupations*, A Manual for Teachers, pp. 44-45.

[15] See Plan 3. Appendix B.

[16] Lyon, Leverette S. *Making a Living*, pp. 36-39 inclusive.

[17] Thomas, Norman. "Our Changing Ways of Living," *Scribner's*, January, 1931.

from nature at the price of infinitely greater dependence on one another." In groups studying occupations there is opportunity to discuss impartially the fundamentals of vocational life, such as employer and employee relationships, wage and hour legislation, collective bargaining, and so on. In this way young people learn to exchange points of view democratically and to cooperate in the consideration of these matters, before they become differentiated as "employers" and "employees." Meanwhile they see that the whole fabric of society is woven by working together, and the welfare of one worker involves that of all.

It seems likely that in proportion to an individual's sensitivity to the contributions of others will grow his own awakened desire to participate in useful work. Both youths and adults desire to feel themselves *needed.* Their happiness, and often their health as well, improves in proportion to their sense of satisfactory service. A useful place in vocational life is undeniably one of the prime requisites of good citizenship. In fact, it has been stated that "one's job is the watershed down which the rest of one's life tends to flow." [18]

11. To encourage pupils to think seriously about several occupations in which they are interested and to help them to secure and evaluate specific information concerning those occupations of individual interest.

It has been pointed out that following a general survey of vocations it is natural to turn thought to the specific occupations in which an individual is interested. Normal boys and girls should be interested in many kinds of activities, and the study of occupations should interest them in many more. Such a study instead of fixing their choices may "unfix" them. Enlarging vision of the world of work, developing abilities, and broadening experiences should be progressively accompanied by a study of new fields of interest. Final choice thus

[18] Lynd, Robert S. and Helen M. *Middletown in Transition.* Harcourt, Brace and Company, 1937. Page 7. (Used by permission.)

comes as a result of growth and unfoldment. No common point can be designated at which vocational choice should be determined for all, as this point depends upon each individual's maturity and need.

12. *To consider the worthy use of leisure as complementary to well-rounded vocational life.*

These days of increasingly shorter working hours make one aware of the necessity of considering proper choice of leisure-time activities. The use of leisure affects not only a worker's own welfare but acts also upon his efficiency in his work. Often, too, routine work is leavened by versatility that finds expression in avocational activities, and the creative worker finds respite in "hobbies."

13. *To give pupils access to information about work opportunities in fields for which they are fitted, and to train them in techniques of obtaining employment.*

The total vocational guidance process must include the acquisition of information about trends and immediate openings in the lines of work which the young people have chosen. It also involves discussion and demonstration of correct interview procedures, and practice in writing letters of application.

14. *To study impartially the problems of occupational life, including functions of labor and employer organizations; legislation affecting working conditions, security of employment, and protection of employer and employee; attitudes conducive to proper adjustment on the part of both.*[19]

There is probably no greater need today than for an understanding between those responsible for business and industrial enterprise and those engaged in it, as employees, and the part of the government in relation to the interests of both. Wise legislation can protect employer and employee.

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[19] American Council on Education. *Wanted: A Job,* February, 1940.

Recently, the American Council on Education called together representatives of industry in an endeavor to study qualities that were deemed desirable for employment and satisfactory adjustment. Personal qualities of honesty, dependability, were rated before training, bearing out the studies mentioned on page 16 of this Chapter.[20]

15. To study occupations of importance in the local community, with particular reference to conditions and trends of employment, e.g., overcrowding, or need for workers in specific fields.

While groups studying occupations should in no sense be limited to a study of local occupations, a survey would be unrealistic without a consideration of local conditions and opportunities. Textbooks necessarily deal with general information but this may well be supplemented by a study of local conditions and opportunities.

Analysis of Educational Objectives.

The educational objectives are here analyzed in the same manner as were the vocational objectives.

1. To assist pupils in orienting themselves to the school through study of its organization, curricula offered, values of school subjects, and effective methods of study.

This objective has received wide acceptance. The importance of helping children to become adjusted to a new school environment is evident. Differentiated curricula and all of the activities that modern education provides for individual needs and capacities, call for guidance in their selection if these opportunities are to be effectively used. To plan a purposeful program requires not only a knowledge of different curricula and their educational and vocational outlets, but an understanding of the usefulness of various subjects in meeting the requirements of certain vocations. But even wise selection is not enough. The pupil must know how to

[20] See Plan 17, Appendix B.

master the subject matter chosen. Study habits and reading skill are inseparable factors in achieving this objective, since interest, skill, and effort must be closely associated for effective work.

2. *To study the relation between vocational requirements and the education and training needed to meet these requirements, and thus to help pupils to make their educational plans in line with their vocational objectives.*

The various curricula are like roads of varying length and difficulty, extending in many directions and leading to different fields of opportunity. As previously indicated, each curriculum should be analyzed[21] as to (1) subjects included and purposes of these subjects, (2) educational outlets, or further education and training for which this curriculum prepares, (3) vocational opportunities or fields of work to which this curriculum might lead.

Whether one starts with choice of subjects and seeks to find the vocational objective of a child, or whether one starts with a vocational objective in mind and attempts to formulate therefrom an educational plan of accomplishment, the same problem is involved. To arrive at a purposeful plan of action in either case, one must be familiar with the requirements of occupational life and with the schools and courses of study through which training may be obtained to meet these requirements.

3. *To consider the purposes of education, its contribution to life, and the value of remaining in school until one can enter occupational life with suitable training.*

Withdrawal from school may be traced in many cases to the lack of an educational plan and the failure to realize the values to be gained through well-directed effort. Increasingly high standards for vocational preparation demand adequate training for entrance into much

[21] See Plans 13 and 14, Appendix B.

of our modern occupational life. Besides, shorter working hours increase the importance of a well-rounded life, motivated by vocational, avocational and civic interests. Thomas-Tindall and Myers[23] illustrate this by a diagram showing a lighthouse of education founded on the rocks of democratic ideals and well-rounded development. The beacon light is guidance, the rays being the objectives of education, physical, curricular, social, vocational, civic, avocational, and ethical. See the accompanying illustration, which is adapted by permission.

4. *To study the offerings of various types of schools and their requirements, and to aid pupils in their choices of further educational opportunities.*

5. *To help pupils leaving school to realize the need for continuing their education and to point out opportunities for further training and development.*

Both the pupils continuing after high school for further training in technical or normal schools, colleges, and other institutions of higher education, and those young people who are going to work,[25] need to realize that education is a continuous process of growth and development. Both these groups need to plan their future programs to this end and to profit by whatever educational opportunities are suitable and available to each. It is just as important for the boy or girl at work to plan for further training in part-time, evening, correspondence, or other types of schools as it is for those going to colleges or other institutions to select their schools, meet the entrance requirements, and plan their courses with purpose and intelligent consideration.

6. *To aid in the integration of school and life through contacts afforded with commercial, industrial, and other vocational pursuits, particularly by keeping young people*

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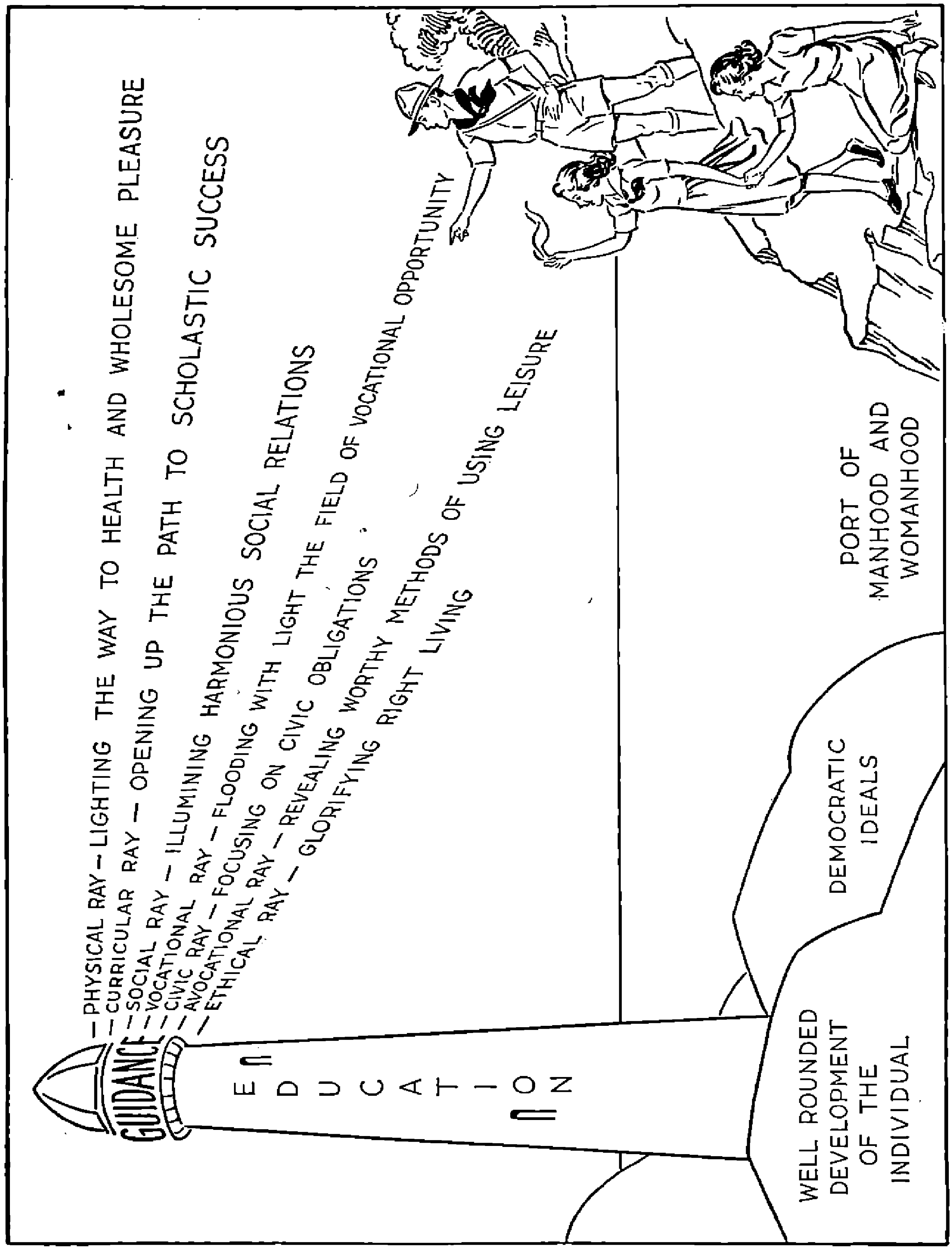
[23] Thomas-Tindall, E. V., and Myers, J. D. *Junior High School Life,* p. 10. New York: The Macmillan Company, 1924. (Used by permission.)

[25] See Plan 14, Appendix B.


GUIDANCE
EDUCATION
PHYSICAL RAY — LIGHTING THE WAY TO HEALTH AND WHOLESOME PLEASURE
CURRICULAR RAY — OPENING UP THE PATH TO SCHOLASTIC SUCCESS
SOCIAL RAY — ILLUMINING HARMONIOUS SOCIAL RELATIONS
VOCATIONAL RAY — FLOODING WITH LIGHT THE FIELD OF VOCATIONAL OPPORTUNITY
CIVIC RAY — FOCUSING ON CIVIC OBLIGATIONS
AVOCATIONAL RAY — REVEALING WORTHY METHODS OF USING LEISURE
ETHICAL RAY — GLORIFYING RIGHT LIVING
WELL ROUNDED DEVELOPMENT OF THE INDIVIDUAL
DEMOCRATIC IDEALS
PORT OF MANHOOD AND WOMANHOOD

adequately informed about social and economic issues of vocational life.

A common criticism of the schools is that they lack actual contact with conditions outside of school. A realistic study of the world of work, with visits to business and industry and provision for try-out or exploratory experiences, should help to bridge the gap between school life and vocational life.

7. *To develop a spirit of cooperation between the home and the school in the working out of plans, and to help in such readjustments as are needed as pupils' interests develop or conditions change.*

Throughout the formulation of a pupil's educational and vocational plans, the problem is one requiring cooperation of the child, the home, and the school.[26] Plans need to be worked out tentatively step by step as the child's interests and abilities unfold. Besides, home conditions are likely to change, necessitating a readjustment of plans. Sometimes reconsideration of an unwise choice is needed. Such a reconsideration may be evidence of the "leaven" of guidance previously given but not accepted at the time. A voluntary readjustment to a more suitable plan indicates that the capacity for self-guidance has been developed.

Ultimate Objective.

The fundamental purpose of education is to enable individuals to adjust themselves to life situations and to become useful members of society. Help toward vocational adjustment, which includes the organized study of information needed for guidance, is therefore one of the most important services of education.

This ultimate objective of education with its bearing upon individual adjustment is aptly phrased in the following quotation:[27]

[26] See dramatization, Plan 16, Appendix B.

[27] National Education Association, Committee on the Reorganization of Secondary Education. "Cardinal Principles of Secondary Education."

Education in a democracy, both within and without the school, should develop in each individual the knowledge, habits, and powers, whereby he will find his place and use that place to shape himself and society toward ever nobler ends.

QUESTIONS FOR INVESTIGATION AND DISCUSSION

1. How can the narrowness of vocational interests usually expressed by young people be explained? Do you think this tendency can be remedied? If so, in what ways?
2. Debate: The school as an agency of society should be wholly responsible for organized study of educational and vocational information.
3. Why, in the statements of both educational and vocational objectives, is the purpose of giving a general survey listed as of first importance?
4. What is meant by the statement that choice of occupation is an outcome for an occupations class? Why is it not found listed as an immediate objective?
5. How would the age and status of the group instructed affect the relative importance of objectives for this group? Illustrate. (For example, an over-age group.)
6. Formulate a list of desirable objectives for groups to be instructed in educational and vocational information in your situation, taking into consideration the nature of the group. These objectives should be so stated that you could present them to your administrative head to enlist his interest in the value of establishing organized instruction.
7. Make a plan for the first day's discussion in a group studying occupations. Show carefully how you would approach this new subject, developing the need, value, and objectives of it in order to secure the interest of the group. (Designate the age or grade of the group for which this presentation is prepared.)
8. In what ways may we help the youth of today to see this changing world as a challenge to effort rather than to view it with discouragement? Be specific.

9. Education is often spoken of as a continuous process. In what sense is this true of guidance services in education such as we have been discussing in this chapter?

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CHAPTER II

Relating Guidance Functions

Analyzing Functions.

It is essential that the relationships be clear between the functions of educational and vocational *guidance* as a whole and the particular function of acquiring educational and vocational *information*. Some definitions themselves constitute an analysis of functions. According to the principles adopted by the National Vocational Guidance Association in 1929 and most recently revised in 1937, "Vocational Guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it."

Another early definition, similar in content, is found in the Glossary of *The Vocational Guidance Movement*:[1]

> Vocational Guidance: A systematic effort based on knowledge of occupations and on personal acquaintance and study of the individual, to inform, advise, or cooperate with a person in choosing, preparing for, entering upon, or making progress in his occupation.

An enlightening analysis of the meaning and scope of educational guidance is found in the following extracts from *Principles and Techniques of Vocational Guidance*:[2]

> Educational guidance is a process concerned with bringing about between an individual pupil with his

[1] Brewer, John M. *The Vocational Guidance Movement.* The Macmillan Company, 1918. Glossary, p. 291. (Used by permission.)
[2] Myers, George E. *Principles and Techniques of Vocational Guidance,* pp. 19; 24. McGraw-Hill Book Company. (Used by permission.)

distinct characteristics on the one hand, and differing groups of opportunities and requirements on the other, a favorable setting for the individual's development or education.

It is concerned with helping the individual to plan wisely his educational program and to put himself in position to carry forward successfully that program along lines that society considers wholesome both for itself and for him.

Functions of educational and vocational guidance evident from the foregoing definitions are:

1. Gathering information about occupations, including education and training needed.
2. Helping people to acquire this information.
3. Helping to analyze the individual.
4. Counseling the individual.
5. Aiding in placement of the individual and following up his progress.

It is essential to weave these separate functions into a unified program with proper balance and emphasis to meet each situation.

Establishing Programs.

Programs of guidance, educational and vocational, tend to grow in response to the needs of a locality, hence emphasis upon the various functions may vary accordingly. A great impetus toward the clarification of functions and the promotion of programs is being given by the Occupational Information and Guidance Service of the Vocational Division of the United States Office of Education. Where guidance programs already exist, this Service offers its facilities in all efforts to extend and improve such programs. Where organized programs do not exist, the Service, in cooperation with local and state authorities, will aid in developing guidance programs appropriate to specific needs. The Service promotes no specific pattern

of guidance but encourages the adoption of programs which seem most practicable under local conditions. Thus in cooperation with this Service, state departments of education may set up supervision of occupational information and guidance financed in part by Smith-Hughes and George-Deen funds. Assistance to the states is also given through correspondence and field work. Studies, research, and publications are other functions of the Service. In one of its publications, there is a comprehensive outline of the "Functions of a Local Occupational Information and Guidance Service": [3]

> It appears that an occupational information and guidance service for a community should perform the following services, grouped for convenience under six major heads:

1. Occupational information:
   a. To secure information concerning local occupational requirements and opportunities.
   b. To organize and prepare for presentation the information secured relative to local occupations.
   c. To present a general background of occupational information including requirements, opportunities, and trends, locally and in the nation as a whole.

2. Personal inventory:
   a. To secure information about individuals by means of reports, records, tests and measurements, and personal interviews.
   b. To record through the use of a cumulative record system information including—
      (1) School record.
      (2) Tests and measurements.
         (*a*) Intelligence

[3] Occupational Information and Guidance Service. U. S. Office of Education, Federal Security Agency. *Occupational Information and Guidance, Organization and Administration,* Vocational Division Bulletin, No. 204, Washington, D. C., 1939, pp. 29-30.

(*b*) Achievements
(*c*) Aptitudes
(*d*) Interests

(3) Social and economic background.
(4) Trait ratings.
(5) Occupational experiences.
(6) Recreational activities.
(7) Physical and health data.
(8) Other significant information.

c. To interpret personal inventory data as a basis for counseling by utilizing and extending the cumulative record system.

3. Counseling:
   a. To assist the individual in the interpretation of his personal data.
   b. To assist the individual in the identification of his major problems—vocational, educational, avocational, and personal.
   c. To assist the individual in the planning of possible solutions to his problems.
   d. To help the individual in making a start toward carrying out these plans.
   e. To help the individual, when necessary, in the modification of his plans.

4. Exploration and use of training opportunities:
   a. To secure, record, and disseminate information concerning available training opportunities at all levels for all educational and occupational fields.

5. Placement:
   a. To assist individuals in securing employment through established agencies, or direct service of the school, or both.
   b. To help individuals find part-time job opportunities.

6. Follow-up:
   a. To maintain contacts with all school-leavers (graduates and drop-outs) for a period of years for the purpose of rendering further aid and assistance.

b. To check individual achievements for the purpose of evaluating and improving the guidance program.

c. To furnish information as a basis for the evaluation, and possible revision or enlargement, of the educational program in the light of school-leavers' experiences.

A brief presentation of the several functions of guidance will help to make clear their demarcation from one another and their close relationship in the program as a whole.

Gathering Information.

In some school systems, the function of gathering educational and occupational information is organized as a separate service. Occupational research requires particular types of preparation and background. Persons with experience in business and industry, and with training in economics, sociology, labor problems, and statistics as interpretative background for such research, may collect and organize the information, while class teachers and counselors may adapt and utilize the material in classroom, group discussion, or counseling. There is a distinction between collecting and organizing information already available for transmission, and utilizing research techniques to seek information from original sources.

Helping Groups to Acquire This Information.

It is the purpose of this chapter to relate this particular function to the other functions of educational and vocational guidance. Since the presentation of some effective methods and techniques for carrying out this function is the chief concern of later chapters of this book, it will not be further dealt with here.

Analyzing the Individual.

The analysis of the individual has two phases, subjective and objective. The individual can do much in self-

examination of his interests, but it is more difficult for him to analyze his own abilities except as his experiences give him some clues, and as a trained, informed counselor may aid him objectively.

This point of view has been expressed as follows by the Occupational Information and Guidance Service of the United States Office of Education: [4]

> Trained counselors, will be almost, if not quite, unanimous in denying to the pupil the complete role of analysis. In so doing they will be distinguishing clearly between *self-determination of interests* and *analysis of aptitudes and capabilities* prerequisite for success in the occupation for which the pupil expresses interest. The latter is a highly technical process on a professional level, taxing to the maximum the training, experience, and wisdom of the counselor. At the same time it must be granted, in all fairness, that the pupil may go far in self-determination of interests, as contrasted with aptitudes, by visits to factories and other places of employment, by summer and odd-time try-outs at various jobs, by talking with successful men, by reading books on occupations, and by other means.

Interests and even abilities cannot be analyzed as static, for every bit of new information and experience tends to expand interests, indicate natural aptitudes, and may thus develop abilities. For this reason, provision for a variety of experiences in shop, commercial, agricultural, and other activities should be made. Accompanying these experiences, there should be opportunity for presentation and discussion of the vocational possibilities, requirements, and future opportunities in these and related lines of work. This presentation may be made to the try-out class by the teacher of the field of work being "tried-out" or

[4] Occupational Information and Guidance Service, Office of Education, Vocational Division, U. S. Dept. of Interior. *Minimum Essentials of the Individual Inventory in Guidance.* Misc. 2160, May 1, 1939.

explored. Discussion may also be carried on correlatively in a class or other groups studying educational and vocational opportunities, and the two discussions may parallel and supplement each other.

Certain types of aptitude tests[5] (e. g., scholastic aptitude, mechanical aptitude) and various kinds of psychological tests, group and individual, aid in individual analysis. Interest inventories, too, are a factor in this analysis.[6]

Some of these tests and self-ratings may be administered to groups; others are of an individual type.[6a]

The importance of individual analysis is well expressed by the authors of *Administering the Secondary School*:[6b]

> If we define guidance as the process of matching the individual with the opportunity for which he is best fitted, it follows that there must be self-analysis as well as job analysis. The school must afford the pupil varied experiences in order that he may learn what he likes to do, what he has ability to do, and what he does not like to do or cannot do. Self-testing is an indispensable preliminary of reasoned choice.

Extra-curricular or rather co-curricular and out-of-school activities may also enlarge interests and furnish try-out samplings of experience. For example, working on the school paper, taking part in dramatics and debating, in music and art, participation in clubs, scouting, and other youth activities offer stimulating experiences in both work and pleasure when carried on creditably.

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[5] Bingham, W. V. *Aptitudes and Aptitude Testing.* New York: Harper and Bros., 1937.

[6] Fryer, D. *Measurement of Interests in Relation to Human Adjustment.* Henry Holt and Co., 1931.

[6a] Allen, R. D. *Self-Measurement Projects in Group Guidance.* A Laboratory Course for Pupils in the Study of Individual Differences. New York: Inor Publishing Co., 1934.

[6b] Koos, L. V., Hughes, J. M., Hutson, P. W., Reavis, W. C. *Administering the Secondary School.* New York: American Book Co., p. 191. (Used by permission.)

Many schools keep a cumulative record for each pupil, which covers not only academic achievement but such factors as physical development, health, personality traits, social background, interests, and special talents. Anecdotal records, tests and measurements, and personal interviews with parents, teachers, and pupil form the basis for such items as those listed under Section 2, Personal Inventory, in the outline prepared by the Occupational Information and Guidance Service as given at the beginning of this chapter. Such records as these are very helpful in analyzing the individual.

Counseling.

The process of counseling itself deals with an individual but the problems that invite counsel may arise out of group situations where, during a general discussion, individual problems may attract attention.

Some of the individual problems growing out of group discussion are:

1. *Further information regarding occupations of special interest and appeal to the individual pupil.*

   To fulfill this need for information, the teacher or counselor may furnish books, monographs, and articles on the specific occupation or occupations under consideration; make contact with one or more persons engaged in this occupation to arrange for a personal interview and to obtain opportunity for observation; arrange for sample work experiences if feasible.

2. *Information regarding particular schools and colleges.*

   A general class discussion on ways and means of obtaining further education and a presentation of the usual requirements for various types of schools[7] (engineering, law, medicine, business) will stimulate individual pupils

[7] See Plans 13 and 14, Appendix B.

to find out the requirements of the particular schools that interest them, and other important facts.

Colleges of forestry, agriculture, and home economics are usually state-supported, with tuition free to residents of the state. State universities require, as a rule, only nominal fees of residents of the state, as compared with most other colleges. Information about such schools and courses as these should, without question, be accessible to all pupils in the local state.

3. *Choice of curriculum and elective subjects, and formation of a tentative educational program.*

When a pupil is inclined toward a certain field of work or a particular vocation, he will ask questions as to the best schools for preparation and the courses of study leading to his vocational objectives. For example, a girl interested in nursing will need to take chemistry and very nearly the same other subjects that she would need for college entrance. In fact, for a five-year degree course in nursing she must meet the entrance requirements of the university with which the nursing school is cooperating. Few nursing schools now accept more than a minimum of commercial subjects for either diploma or degree courses. All such information the teacher-counselor must be prepared to give or help to obtain.

For other fields of work, specific subjects are requisite. Most engineering schools prefer a modern to a classical language, and all require more than the usual amount of mathematics accepted by the average high school for graduation. Thus, a program planned for a pupil interested in engineering must include higher mathematics and preferably a modern language in addition to the subjects essential for high school graduation. Pupils interested in law or medicine must also meet certain requirements. Few medical schools now require Latin. In fact, one eminent medical school prefers German and French. These facts should be made known to pupils and parents.

Many schools of Business Administration may be entered directly from high school, while others require from 3 to 4 years of college work for entrance. These schools differ in the emphasis they place on certain phases of business life. Curricula outlined in catalogues should be studied by prospective students in order that each may choose the school featuring the line of work in which he is most interested.

4. *Values of subjects and the problem of staying in school.*

Discussion in class of the objectives of education, the ultimate, not merely the immediate values of school subjects, and the educational requirements of various lines of work, often leads pupils to talk over with the teacher, outside of class, economic problems affecting length of stay in school, discouragement or failure in school subjects, and other problems affecting their liking for school and their will to carry out a successful educational plan. Such pupils need help in ascertaining causes of failure, and guidance toward purposeful work in line with their interests, abilities, and objectives. Plans for further education and training should have a "thread of purpose" running through them if the pupil's interest and ability are to be challenged to successful accomplishment.

5. *Scholarships.*

Catalogues of colleges, and bulletins sent out by them, give information regarding scholarships offered. In New York State a method of awarding scholarships by counties has been established. Winners of these state scholarships may use this sum toward tuition in any college or university within the state. The United States Office of Education and some state departments of education issue, from time to time, bulletins such as "Scholarships and Fellowships Available at Institutions of Higher Education." [8] These are usually obtainable free or for a small sum.

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[8] U. S. Office of Education. Bulletin No. 10, 1936.

6. *Opportunities for Work.*

Often the occupations teacher or the counselor can help to put a boy or a girl in touch with opportunities for whole- or part-time work, or volunteer work with try-out possibilities. For instance, a boy interested in museum work, particularly in taxidermy, was allowed to work in a museum after school and on Saturdays. The museum director took an interest in the volunteer and, when he learned that the boy could not possibly take a full college course, directed him to some special courses that would prepare him for work in his field of interest.

Another boy worked his way through high school and saved nearly a thousand dollars toward his college expenses. When the placement secretary of his chosen college learned of this, he immediately said he would have a job for that boy when he got to college—and was as good as his word.

7. *Adjustments and Readjustments.*

The broadening and developing of interests and abilities through experiences in school and out, changes in home circumstances, or other factors, may result in changed educational and vocational objectives. Changed objectives lead, in turn, to a re-formation of plans.

Two boys known to the counselor through work in the occupations class came to him requesting changes from college preparatory to commercial electives. The first boy had taken college preparatory work to please his mother and he had tried earnestly to master it. Feeling that he had done his best, but had left much to be desired in accomplishment, he asked the counselor to talk with his mother in regard to allowing him to make his own educational and vocational choice. The counselor did so, with the result that the boy made his own plans, which later he carried through successfully.

The other boy had ability but, belonging to a large family, did not feel he could ever go to college, and was discouraged. The counselor saw the father, found that

he could afford to give the boy a short business course after high school if college was impossible, and won the cooperation of the home in encouraging the boy to put forth his best effort to win a state and local university scholarship. He thus had a goal to strive for, and even if he should not win the scholarship, there was still a worthwhile alternative. The result was that he remained in the same course, and his new aim so spurred him on that he won his way to college.

These cases illustrate the types of counseling problems that grow naturally out of the group study of occupations. Providing further information, giving help in formulating educational and vocational objectives, helping to develop right attitudes of cooperativeness, dependability, etc., guiding in the choice of schools and in planning tentative educational programs—these are normal counseling problems that daily come to the teacher-counselor directing group study of occupations, as well as to the full-time counselor.[9]

Counselors in employment offices, administrators in out-of-school agencies, such as the National Youth Administration, as well as personnel directors in business and industry, constantly aid new workers in adjusting themselves to conditions and counsel them as to proper attitudes and work habits.

Counseling Without Group Study of Occupations.

Since group study of occupations brings the individual pupil face to face with his personal problems and leads him to ask voluntarily for further information and counsel about them, it is really that vital contact which gives the counselor or teacher an opportunity to guide the pupil toward the gradual development of his plans. Without such contacts the counselor's work is likely to become limited largely to a few "problem cases" demanding much time and attention, instead of being fairly distributed

[9] Institute for Research, *Vocational and Educational Counseling as a Career,* Monograph 73, "Typical Day in Counseling."

among the larger group of normal pupils. A reasonable balance must be maintained between the few pupils and parents with insistent demands, and the larger group of pupils whose seemingly less urgent problems constitute just as legitimate and just as important a claim on the counselor's time.

Placement and Follow-up.

Placement and follow-up are usually carried out by specially trained persons, but the teacher or counselor supervising the group study of occupations touches these other guidance workers in such ways as these:

1. Referring to the placement office pupils needing full or part-time work.
2. Counseling former pupils at work who need further education and training.
3. Seeking information regarding the progress of former pupils, whose experience may guide the students still in school.
4. Gathering up-to-date facts about occupations and occupational conditions and problems, particularly in regard to the local situation.

Such contacts with the placement office helps to enliven, enrich, and keep up to date the information of the teacher and counselor.

The school should have provided for the organized study of occupational life and for counsel of individuals in the formulation of their education and vocational plans and in the adjustments needed in school life. The placement counselor and personnel worker in business or industry then carry on the guidance of individuals in work relationships, further training, and adjustments to work life. It is therefore very essential that close relationship exist between those responsible for guidance in the schools, and those responsible for employment and adjustment of young workers, in order that mutual cooperation,

exchange of points of view, and unbiased information may eventuate in better understanding of both school and occupational life, and therefore better adjustment of individuals in their transition from school to work.

QUESTIONS FOR INVESTIGATION AND DISCUSSION

1. From your own observation and experience add to the list of types of counseling problems growing out of group discussion.
2. Present cases illustrating typical case problems that arise from group discussion, giving in each case pertinent facts and data, problems involved, information needed, contacts made, guidance procedures, outcome or present status of cases.
3. Make a list of all of the organized opportunities for try-out and exploratory experiences that your community affords.
4. Suggest other exploratory activities that might feasibly be provided in addition to those listed in question 3, in order to give young people an adequate sampling of a variety of occupational activities.
5. Collect a supply of catalogues of schools, colleges, and other institutions affording training in various types of work, such as agriculture, engineering, chemistry, medicine, pharmacy, business, law, etc. Compare the entrance requirements, subjects included, and objectives of these. (Chart form recommended.)

(Note: Some schools and colleges supply pamphlets dealing with the vocational opportunities for which preparation is offered.)

6. Find out what opportunities for scholarship aid your community affords through schools, service organizations, college alumni associations, women's clubs, fraternal organizations.
7. Survey opportunities for placement and follow-up afforded by your community, noting whether these placement agencies are under the direction of the school, state or federal government. Note private agencies also and the desirability or undesirability of these. Is separate provision for young people made by any

of these agencies for placement and for continued contact after initial employment?

8. Having made a survey of guidance facilities in your community, set up an ideal plan for guidance with provision for all its functions to be carried out in a well-integrated program, allocating responsibility to the appropriate agencies in the community. (This may be done through a committee representing all agencies of a community that should be concerned with the guidance of youth.)
9. Dramatize an interview between a principal and a member of the Board of Education, or between a principal and a school counselor, in regard to plans for establishing a program of educational and vocational guidance in the school. Indicate:
   (1) Clear definition of educational and vocational guidance.
   (2) Brief sketch of the purposes of the proposed program as a whole.
   (3) Importance of and provision for the study of educational and vocational information.

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CHAPTER III

Planning Content of Courses

Background Information.

A flexible working program of educational and vocational information should be so planned as to fit into the school curriculum and adapt itself to the lives of developing boys and girls. Only such a program can give the young person exactly the information needed, just when he needs it. Although it would obviously be difficult to achieve this goal for each individual except through continuous personal counseling, there are some problems common to all that may be presented through group work. Time, energy, reduplication of effort and expense may be saved by planning the curriculum so that common problems are introduced and discussed with all those children at a given level of development at the same time. Consideration of these types of information from early to later school years should build up a background adequate for making reasonable decisions on education and vocation when times of critical choice arrive.

Important areas to be covered in group work are summarized as follows in a study, 37th Year Book, by the National Society for the Study of Education:[1]

> Group guidance activities must be centered in actual problems and perplexities of students, both in adjusting

[1] National Society for the Study of Education, *37th Year Book,* Part I: *Guidance in Educational Institutions,* Chap. V, Guidance Through Group Activities, by Allen, R. D., and Bennett, M., p. 171. (Used by permission.)

to the present and in planning for the future. The following list of major areas suggests the scope of the field:

1. Orientation in new school situations.
2. Planning a well-balanced program of learning experiences.
3. Improving learning techniques, study methods, library and other school facilities, social attitudes, skills.
4. Improving personal adjustments and social relationships.
5. Self-appraisal and wholesome self-development.
6. Formulating suitable life goals and projecting well-balanced life plans.
7. Choosing activities and evaluating experiences directed toward the achievement of tentative goals.
8. Developing a growing system of values or life philosophy.

Varieties of information usually needed, and types of problems occurring at the various grade levels will be presented briefly in the following pages.

Common Problems in Group Guidance—
Pre-school, Kindergarten, and Elementary School.

From the time the child starts his first year of school, he needs certain forms of orientation at each step in his progress. Much of this fundamental knowledge can be acquired through group work. Facts about the school, its personnel, its rules, will help orient pupils if shared in friendly discussion, with ample opportunity to ask questions.

The first school days and weeks are especially important in creating a pleasant reaction to the school surroundings. This is the time to establish wholesome relationships with pupils and teachers, fundamentally sound work habits—and play habits—and a spirit of willing cooperation in school, home, and elsewhere. These atti-

tudes and habits may be developed through class situations and by apportioning time for the treatment of individual needs shown in group behavior.

The forms for reports, Appendix A, call attention to the care some schools give to the satisfactory development or need for development of desirable qualities. The first report is used from the earliest years of the elementary school. The second is used for reports for Part-Time Training Students in the senior high school.

Young children, as they take first steps in forming wholesome social attitudes toward work and play, need to learn to work together. Activities which afford them opportunity to do so should therefore be amply provided. Even very young children can plan and execute projects. McCracken and Lamb, in *Occupational Information in the Elementary School,* suggest that through building a post-office or a store, kindergarten children can learn much about the various workers concerned—postal clerks, postmen, and grocer. The imitative and play instincts of children may thus be utilized to enrich occupational information and appreciation.

In the early grades, the regular school subjects may be enlivened by introducing pertinent occupational information, making use of field trips and pictures of vocational life within comprehension. Present materials may be taught anew from a guidance point of view. In geography, for example, emphasis would be upon workers rather than upon places and products alone.

When over-age pupils who may drop out of school are about to complete the elementary school, certain information should be available to them; *e.g.,* about compulsory school laws, laws protecting young workers, social security regulations, agencies for full or part-time employment, and method of obtaining a work permit.

Information regarding the next higher school unit

and its opportunities should unquestionably be extended to all pupils as preparation for entry into this unit.

The most effective guidance in the elementary school is probably that which emerges from the school curriculum and teacher-pupil relationships. A suggested outline of activities to be so incorporated is given as possibly helpful in working out a guidance plan for the elementary schools of a particular locality. Teachers should have had some fundamental courses in guidance in order that this point of view may permeate their work and pupil relationships.

SUGGESTIONS FOR THE ELEMENTARY SCHOOL

I. Recognition of the importance, in school and other relationships, and provision for the development of such attitudes as:

Working together harmoniously.
Thoughtfulness and consideration.
Courtesy and good manners.
Earnestness and thoroughness.
Sincerity and reliability.
Responsibility and dependability.

Use stories and cases for illustration and discussion: for example, *What Would You Have Done?* by Vernon Jones, Ginn and Company.

II. Planning and interpretation of report card as an estimate of work and conduct, utilizing this record for counsel and guidance of child and for developing cooperation with the home.

III. Establishment of intelligent study habits and wholesome attitudes toward school life.

IV. Bringing home and school into close working relationship in establishing sense of responsibility on part of child, in developing wholesome attitudes and in guiding activities to this end.

V. Appreciation and understanding of workers who help us, as opportunities arise in social studies, nature study, arithmetic, and literature, to recognize the services of such workers as:

Farmer	Milkman
Forester	Nurse
Grocer	Physician

and other workers of common daily service.

See Plan 1, Appendix B; also, see Social Studies Outline following.

VI. Preview of the next school unit: Junior High School or High School.

VII. Adoption of a cumulative record system that will show unfolding of interests, abilities, attitudes, and other items essential for continued guidance.

Opportunities to Introduce Occupational Information Illustrated by Social Studies.

An interesting illustration of how occupational information fits into the regular program of the social studies of the elementary school may be noted in the following outline.[2] The topics here included have been selected from this course of study because of their suitability for presenting educational and occupational information. They would permit the weaving of a continuous thread of occupational information throughout the grades.

Fort Worth, Texas	Theme	Aspects of Theme
Kindergarten.		
How the family lives and works Our Playhouse	Interdependence	Interdependence of a family group
How the family lives and works Our store	Interdependence	Interdependence of family group and other groups

[2] Selected from courses of study outlined in the *14th Yearbook* of the Department of Superintendence. *The Social Studies Curriculum*, 1936. (Used by permission.)

FORT WORTH, TEXAS	THEME	ASPECTS OF THEME
How the family lives and works Our city	Interdependence	Interdependence of all groups in the community
Grade One.		
How the community helps the family secure food, clothing, shelter	Interdependence	Interdependence with respect to food, clothing, shelter
How the community helps the family travel and carry goods	Interdependence	Interdependence with respect to transportation
How the community helps the family communicate	Interdependence	Interdependence with respect to communication
How the community helps the family protect health, safety, property	Interdependence	Interdependence with respect to protection, health, safety, property
How the community helps the family play and enjoy living	Interdependence	Interdependence with respect to recreation
Grade Two.		
How the work of the community is carried on	Interdependence	Dependence of a community upon its workers and the interdependence of the workers themselves
How the farm provides food for all the people of the world	Interdependence	Interdependence of all the people of the world and farm workers

Fort Worth, Texas	Theme	Aspects of Theme
How man first learned to provide food, clothing, shelter, and tools	Control over Nature	Beginning of control over nature
Grade Three.		
How man first learned to make animals work for him	Control over Nature	Control over nature with respect to animals
How people adapt their ways of living to climatic conditions	Adaptation	Adaptation to conditions resulting from relations to the sun
How the rest of the world helps furnish our needs	Interdependence	Interdependence of the community and the world at large
Grade Four.		
How our town started and how it became what it is today	Interdependence	Interdependence of the community and the world at large
How man first learned to cultivate the soil	Control over Nature	Control over nature with respect to soil
How early people sailed the seas for adventure and trade	Population	The beginnings of commerce
How men have learned to adapt their mode of living to conditions imposed by environment	Adaptation	Adaptation to conditions imposed by environment
Grade Five.		
How the American family has become more and more interdependent since colonial times	Interdependence	Increasing interdependence of the family and other groups

FORT WORTH, TEXAS	THEME	ASPECTS OF THEME
How the early American people lived, worked, and built up a nation	Progress of democracy	Beginning of political democracy
How environmental conditions determine industries of people, fisheries, mining, and forestry	Adaptation	Adaptation of industries for environmental conditions
How man has learned to travel and transport goods	Control over Nature	Increased control over nature with respect to transportation
Our housing needs; how we have learned to care for them	Control over Nature	Increased control over nature with respect to shelter
Grade Six.		
How man has learned to communicate with others	Control over Nature	Control over nature with respect to communication
Our food needs and how they are furnished	Control over Nature	Control over nature with respect to food
How people of the world have learned to develop their energy resources and make machines, work for them	Control over Nature	Control over nature as a result of the application of scientific knowledge and method
Local industries and how they came to be established	Adaptation	Influence of environment upon industries

FORT WORTH, TEXAS	THEME	ASPECTS OF THEME
Grade Seven.		
Industrialization of the United States	Control over Nature	Increased control over nature with respect to industry
Grade Eight.		
Living together		
Services that require cooperative action and how they are provided		
The group must be composed of working individuals		
Improving our lives together		

It will be seen from the foregoing illustrative units how easily the regular subject matter of a course may be utilized as a vehicle to introduce the study of common occupations. The outlines selected touch upon workers providing food, clothing, shelter, transportation, communication; the influence of environment upon the development of industries with particular reference to local industries; the coming of tools and the machines; the growing interdependence of workers along with increased control over nature.

Common Problems in Group Guidance—Junior High School.

The first problem of a junior high school, as in other school units, is orientation. This usually includes a comparison of features in the new school with those in the old. It acquaints the pupil with the work of the school nurse, the librarian, the counselor, the dean, the department heads, his homeroom teacher and others, and makes him feel that these are friends to whom he may go as he

needs to. Rules and regulations are carefully explained. The student organization and the pupils' responsibility for its successful operation are also presented, if such an organization exists. As the child progresses, study habits, budgeting of time, values of extra-curricular activities, and cooperative attitudes have their place in group discussion. In the junior and senior high schools, the values of school subjects, college entrance requirements, courses offered by various types of schools, training programs in industry and basic social and economic problems should receive consideration.[3] Out of these group presentations will arise individual questions which may be answered in conference if they are not of moment to the class as a whole.

Usually some of this orientation may be effectively given by the homeroom teacher in cooperation with the school counselor, in schools where guidance functions can be somewhat specialized. Sometimes such materials form an introductory guidance course taught by the counselor or by a teacher especially designated to do it.

The following outline is a composite of units formerly used in guidance courses in the Rochester, N. Y., Public Schools combined with some of those now in use in the Baltimore, Maryland, Public Schools.[4] (Units from Baltimore Course of Study are starred.)

SUGGESTED TOPICS FOR SEVENTH GRADE OR EIGHTH GRADE

Introductory Unit

Discussion of what the term "Guidance" signifies.

Add the terms "Educational" and "Vocational."

Discuss the aims of this course as related to the definitions of "Guidance" and of "Educational and Vocational Guidance."

[3] See pupils' indication of further help desired, and grades where most needed, Chapter I.

[4] Department of Education, Division of Vocational Education. *Guidance and Placement.* Baltimore, Maryland. (Used by permission.)

Part I

The New School

UNIT

I. *The new workshop; environment; equipment; personnel.

II. *Citizenship; rules; rights and privileges; relations to teachers and co-workers; community.

III. *Records and report cards; systems used; meaning of *promotion standards.

IV. *Study habits; use of library and study halls; budgeting time; selecting co-curricular activities.

Part II

The New Pupil

UNIT

V. Maintaining and developing a *sound body; *mind; *spirit, right attitudes.

VI. Qualities that make for success in school or elsewhere.

VII. *Self-measurement.

VIII. *Self-improvement.

IX. In school and out-of-school activities;* use of leisure; well-rounded development.

Part III

Note: Some occupational information may be introduced which will carry on the study of common workers incident to daily life that was begun in the elementary grades. The purpose of this study at this point is distinctly not to encourage early occupational choices but to lay the foundations of interest, appreciation, and understanding of occupational life.

The World of Work

UNIT

X. *Why people work.

XI. *Workers who help each other.

XII. Grouping like kinds of workers.

XIII. *Things to think about in studying occupations.

UNIT

XIV. Our city's share in the world of work.

XV. Interdependence of occupational life; service to others; *dignity of labor.

XVI. Essential attitudes alert, thoughtful, cooperative, ethical; personal characteristics, such as getting along with others, adaptability, resourcefulness; character qualities, honesty, dependability, reliability. Using actual situations or case studies to bring out these personal qualities.

School Opportunities.

An important part of the orientation program is to inform pupils about the various courses and curricula offered by the school. This may be combined with Part I of the preceding outline, but, if so, it should precede the semester in which differentiation of courses takes place. It should include a presentation of the values of school subjects, a survey of curricula with reference to subjects included, time allotment, and educational and vocational outlets.[5] Pupils should practice planning programs for real or hypothetical cases,[6] to meet certain specified objectives. In this way they learn to apply the information received to the solution of their own problems and so formulate their own programs.

SUGGESTED UNITS FOR GRADE PRECEDING DIFFERENTIATION OF CURRICULA

UNIT

I. Opportunities offered by various curricula and elective subjects.

II. Introduction to the study of curricula; general survey.

III. Things to think about in choosing a course of study.

IV. Subjects common to all programs; requirements for graduation.

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[5] See Plan 13, Appendix B.

[6] See Plan 15, Appendix B.

UNIT

V. Opportunities offered by the practical arts, electives or curriculum.

VI. Opportunities offered by the home economics electives or curriculum.

VII. Opportunities offered by the commercial electives or curriculum.

VIII. Opportunities offered by college preparatory programs.

IX. Educational outlets of the various curricula outlined.

X. Vocational training levels; levels of skill and types of training.

XI. Case problems relating to choices.

XII. Individual interests and choices.
  1. Factors basic to choice of electives or curricula.
  2 A. Opportunity for individual reading of occupation of special interest.
    B. Individual counseling as to educational choices and tentative vocational plans.
  3. Socialized recitation on "My Plans" (Outcome of 2A and B).

XIII. Qualities necessary for success in any curriculum or school.

Coordination of Exploratory Experiences.

Many educators consider the junior high school the exploratory center in the child's experience. Try-out shops, clubs, and other activities serve to reveal interests and abilities. Try-out facilities need to be diversified in scope. They offer interesting possibilities for expanding and realizing educational and vocational information through actual experience. The study of educational and vocational information should supplement such experience by a discussion of the occupational opportunities and the educational requirements of the explored fields.

Increasingly, school subjects become not only media for related occupational study, but actual exploratory experiences, particularly when achievement in special

subjects or groups of subjects points the way to fields of work in which these subjects are a prime requisite.

Relation of Education and Work.

It is important that the youth should see clearly and continuously the values in his present school task as well as know definitely the educational requirements of various lines of work. A consideration of the relation between type of work and training required for it is essential. Holbrook and McGregor, in *Our World of Education,*[7] show this relationship by means of a chart which appears in the preface of the book and is discussed in Chapter II. In Chapter I of *Vocations and School,*[7] the same authors present in simple terms the relationship between level of skill attained and education and training required. In other books which treat of educational guidance problems may be found discussions of such matters as the values of certain school subjects for specific occupations and the desirability of high school, college, or special training for various occupations. For example, Brewer's *Occupations* [8] considers problems of educational guidance in the section entitled "Education in Relation to Work."

Value of Survey Course.

A survey course should be given at the eighth or ninth grade level, before many over-age children begin to drop out of school. This serves as a foundation for later, more intensive study of occupations in the senior high school and as a help to those children who might leave school.

Occupational information woven into the fabric of school subjects will need to have the threads knit together so that scattered bits of information acquired here and

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[7] Allyn and Bacon.
[8] Ginn & Company.

there may be related to one another and the whole unified. This should be in the nature of a survey course, covering the major fields of work and the educational requirements of typical occupations within these fields, with a view of corresponding opportunities for education and training both within and without the school. A preview of senior high school and further educational opportunities should show electives and combinations or sequences of subjects in their relationship to pupil interests, abilities, and aims. As a result of such a thorough survey, a pupil should be able to formulate, with the cooperation of home and school, a tentative three- or four-year program as a guide for purposeful work in high school.[9] It should of course be fully understood by the pupil that this plan may be modified and readjusted as his interests develop or conditions change. Programs of study for those who must leave school or whose expectancy, as shown by school records, indicates that they may not graduate from high school, should be planned to give a maximum of training at each year's level.

Balance of Subject Matter of Survey Course.

In planning the course for educational and vocational study, care must be taken to maintain a reasonable balance in the subject matter. Professor John M. Brewer of Harvard University suggests that 20 to 30 per cent of the allotted time be devoted to the relation between education and work, 40 to 50 per cent to a survey of common occupations, and 20 to 30 per cent to the problems of occupational life.[10] Topics also should be balanced in presentation without undue emphasis on some and neglect

[9] See Program Card for Tentative Schedule.

[10] This is approximated in Brewer, J. M., *Occupations*, Part I: "Your Education and Your Work"; Part II: "Some Important Kinds of Work"; Part III: "Vocational and Life Adjustments"; and very well in Myers, Little and Robinson, *Planning Your Future*.

of others equally or more important for the majority of people.

Selection of Subject Matter for Survey Course.

Three important points should be kept in mind in selecting subject matter for a well-balanced course of study:

1. Much occupational information is applicable in any locality.

The work of the musician in New Orleans is not essentially different from that of a similar type of musician in New York City, although the conditions of work and opportunities for employment may vary considerably. The same would be true of the physician, the nurse, the teacher, the automobile mechanic, the baker. Fundamental characteristics and duties remain essentially the same whatever the locality. Textbooks therefore usually deal with these fundamental aspects of occupations and leave the application to be made by local investigation.

2. The specific application of general truths to local problems and industries will add immediate practical worth and vitality to the subject matter.

It is essential that material of general import, from whatever locality gathered, should be accompanied by a survey of local industrial and business establishments; a study of local educational opportunities; and provision for contacts with men and women engaged in local pursuits.

3. Subject matter should always be chosen in accordance with the needs and interests of the class for which it is to be used.

Needless to say, both selection of subject matter and methods of presentation should be fitted to the particular needs of the class. However, to confine the subject matter entirely to the expressed interests of a group of

pupils whose vocational experiences have necessarily been limited, would narrow the vision of the pupils. It is well to begin at the point of contact with material of immediate interest to a group, and then to extend gradually the borders of their restricted interests by opening new fields of thought to them. Effective teaching skills are required to build on known facts and push out to unexplored realms in the world of occupations, for this is one essential purpose in the study of occupations. The group inquiry should acquaint the pupils with authentic facts about occupations known to them but about which they may not have very definite or accurate information. It should point out occupational relationships and trends, and bring new fields of thought to the pupil. At the same time, each pupil should be developing techniques for investigating occupations, which will continue to function as his abilities develop and new possibilities open up to his enlarging vision. The information and methods of procedure that he acquires should function continually toward his adjustment in school and later on in occupational life.

Outline for Typical Course of Study.

A selection of topics originally planned for a survey course in the ninth grade, Rochester, N. Y., follows. This group of units presupposes orientation units which have acquainted the pupil with the school and given him an introductory study of occupational life.

SUGGESTED TOPICS FOR A NINTH GRADE COURSE OF STUDY; SURVEY COURSE[11]

UNIT I. EDUCATIONAL AND VOCATIONAL GUIDANCE

1. The need of making an educational and vocational plan.
2. Discussion of phrenology; character analysis; misleading advertisements; etc.

[11] Adapted from a course of study formerly used in Rochester, N. Y., Public Schools. Reproduced by permission.

3. Modern scientific guidance involves six essentials: self-discovery; accurate information; choice; guidance in preparation; placement; follow-up to insure progress.

UNIT II. OUR CHANGING WORLD AND OURSELVES

"The Pageant of Man," background of present-day living.

1. Survey of the groups of workers that have developed.
2. How society is based upon the cooperation of thousands of specialists.
3. Relation of level of skill or responsibility, to education and training.
4. Study of typical organization, preferably local, to show cooperation, and to illustrate present-day problems, conditions, and opportunities.

UNIT III. THE WORLD OF WORK: SURVEY OF OPPORTUNITIES

A General Survey of the World of Work.[12] Present trends and opportunities, and the relation to other fields of human endeavor of the various occupational groups.

1. Agriculture
2. Arts
3. Building Trades
4. Business
5. Clerical Occupations
6. Communication
7. Domestic and Personal Service
8. Education
9. Engineering
10. Fishing
11. Food and Home Economics
12. Forestry
13. Government and Public Service
14. Health
15. Labor
16. Languages
17. Law
18. Library Work
19. Manufacturing and Industrial Executive
20. Manufacturing Industries and Trades
21. Metal and Machine Trades
22. Mining and Quarrying
23. Printing and Publishing
24. Religious Work
25. Science
26. Social Work
27. Transportation
28. Writing

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[12] W. E. Parker. *Books About Jobs*. American Library Association, Chicago, 1936.

UNIT IV. THE ETHICS OF VOCATIONAL LIFE; IMPORTANCE OF ATTITUDES

UNIT V. THE RELATIONSHIP BETWEEN EDUCATIONAL AND VOCATIONAL OBJECTIVES; EDUCATION AND TRAINING ESSENTIAL FOR VOCATIONAL PREPARATION AND PROGRESS IN SPECIFIC OCCUPATIONS

UNIT VI. YOU AND YOUR EDUCATION

1. Brief comparison with colonial conditions of education and training.
2. Value of education; education as a continuous process of growth and development; types of schools.
3. The senior high school; what it has to offer; opportunities in senior high school.
4. The cultural and vocational importance of school subjects: mathematics; English; natural science; social science; etc.
5. Local educational and other training opportunities. Descriptions of local educational institutions and of local training courses in industries.
6. Other educational and training opportunities, as in state institutions; normal schools, agricultural schools, etc.; various kinds of colleges; and training schools in industry, other than local.
7. What college has to offer in training for a happy and useful life. Should everyone go to college?
8. Consideration of means for staying in school; part-time work; vacation work; scholarships.

UNIT VII. YOU AND YOUR FUTURE

Relation between your school plans and your vocational interests; need for tentative formulation of your educational and vocational objectives.[12a]

UNIT VIII.[13] SUCCESSFUL WORK: RIGHT ADJUSTMENTS: PROGRESS

1. Orientation for those going on to senior high school.[14]

[12a] See Program Card for Tentative Schedule, Appendix A.
[13] Unit VIII, 2-3-4, would be applicable for use in Grade 12.
[14] See Plan 13, Opportunities in the Senior High School, Appendix B.

2. Orientation for those going to work, full or part time; where and how to obtain work; how to apply; labor laws, etc.
3. Relation between right attitudes and success in any field of endeavor; case problems and illustrations from business and industry.
4. Making a life while making a living.

Common Problems in Group Guidance—
Senior High School.

The fundamental survey units in the junior high school or the ninth grade serve to build background and open the way for further information in the senior high school. The tenth grade is vital because tentative educational and vocational plans made previous to entry to high school are now being tried out and may need adjustment. At this point pupils can formulate their programs for the next two years with greater clarity of purpose. The eleventh grade gives still further opportunity to measure objectives with achievement, to readjust and to make tentative plans more concrete and practical. The twelfth grade brings to acute focus the degree of accomplishment of these plans and presents the problem of what the next step shall be: whether to continue study in a higher educational institution or to seek employment in business or industry, and how best to approach either plan. For these reasons, provision for educational and vocational information and counseling should be made throughout high school. Regularly scheduled time should be allowed, particularly at vital points where important choices occur, such as the second semester of tenth, eleventh, and twelfth grades. It is more than ever essential that the persons responsible for instruction and counsel be qualified by background, personality, training, and experience to meet the many individual demands for help.

By this time, the greater maturity of pupils, as well as their experiences in testing the wisdom of their tentative plans, makes them ready for some self-appraisal, and renders them receptive to an advanced study of occupations and of social and economic problems with special relation to their own interests and abilities.[15] They will profit by interviews with men and women in business and industry, and with representatives of colleges and technical schools. Now they can pursue more mature reference work on special topics in the library. All these experiences should be brought together for evaluation. Pupils will need more and more individual attention as their interests become focused, but they will still profit from group discussion of many phases of school and occupations. The conditions of occupational life as well as occupational facts themselves should be discussed thoroughly. Economic and sociological problems are an inseparable part of vocational life, and their fundamental principles can be understood by high school pupils if presented simply and clearly.

Outlines of Units of Study for the Senior High School.

There follow some selected materials which may be suggestive in outlining, for a particular situation, the outstanding problems and information likely to be needed at each level of high school progress.

SUGGESTED TOPICS—TENTH GRADE[16]

Introduction—Orientation to senior high school if there is a change to a new school unit.

* UNIT I. What should you know about yourself?

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[15] See Self-Appraisal Questionnaires for Grades 10, 11, 12, and the following outline.

[16] The starred units are selected from the 10A Course of Study, Guidance and Placement, Division of Vocational Education, Department of Education, Baltimore, Maryland. (Used by permission.)

General facts about the measurement of traits
The measurable aspects of personality
Direction for an individual self-analysis
The values of self-analysis (and limitations)

* UNIT II. What should you know about occupations? (Select at least one major group to study.)
Factors to be considered in making a vocational choice
The types of human abilities and the related occupations
The significant occupational trends
The effect of the educational level on the occupational level

UNIT III. What information about vocations do you gain from school subjects?
Investigate all major subjects and electives occurring in the first two years of high school, and discuss each as to:
(1) Occupations for which this subject is essential, e.g., occupations for which a superior training in mathematics is essential; science, English, etc.
(2) Facts about the nature of the work and training necessary for each occupation under consideration.

UNIT IV. Appraisal of plans and progress:
How has your program planned in junior high school or the grade preceding high school, worked out?
Is it now in line with your vocational interests and your educational plans?
Do you seem to have estimated your ability and interest rightly? Are you living up to your best ability? Have you developed new interests through curricular and extra-curricular activities? Have these new interests or new-found abilities changed your educational or vocational objectives? Have outside factors, financial or otherwise, affected your plans? Discuss interpretation of report cards; honor roll; college certification; scholarships for higher institutions; attitudes; how daily records build for the future.

UNIT V. What subjects are required of all pupils for graduation? What electives should you choose? Survey of possible electives and planning of tentative program for next two years consulting program previously made.

* UNIT VI. Is your growth in personality important?
Definition of personality
The benefits of an attractive personality
The ways of improving your personality
Importance of character qualities and right attitudes
Values placed on them by schools, business, and industry

Study Self-Appraisal Questionnaire for Tenth Grade, Appendix A, for suggestions as to pupil needs at this grade.
See "Program Card for Tentative Schedule," Appendix A.

SUGGESTED TOPICS—ELEVENTH GRADE

UNIT I. Choose several occupations of personal interest to investigate, selected from at least two major vocational groups. (Minimum, four occupations selected from two groups; Prefer six occupations selected from four or more groups.)

UNIT II. Looking backward and forward:
Check on subjects taken in which you have been outstandingly successful; subjects in which you have been average; fair; failing. Analyze reasons. Do these subjects have any bearing upon your occupational interests as indicative of success or failure? Have you developed new interests or discovered new abilities? Is it ever justifiable or advisable to change one's course or drop a subject? If so, when or why?
Do any changes in home conditions or school experiences indicate desirable changes of educational or vocational objectives? (Use sample impersonal cases to illustrate, and discuss these as types without making individual application except as requested through conference.)

UNIT III. Select several (at least three) college or university catalogs, or bulletins from trade schools or training courses in industry. Check entrance requirements against your own preparation now, and at graduation if you follow your planned program. Will you lack credits or special subjects? Can these be added to your program if desirable? Could you enter any other school of like nature with your program? Do any of the schools you have investigated take high school graduates without specification of required subjects? What

do these schools require? Do they give tests or entrance exams? Discuss types of schools: Liberal Arts; Engineering; Business; Law, Medicine; Nursing; Trade; and other types of schools.

Also discuss large schools versus small; local versus going away. Cooperative schools; coeducational; coordinate; and other types. (In all this work be sure to stress opportunities for further training for those not planning on college.)

UNIT IV. Check each subject you are now taking to ascertain its vocational significance:

Basic to what occupations?
Leads to training for what occupations?
Helpful for what occupations?

Discuss other values of school subjects beside vocational.

UNIT V. What personal qualities have you found to be of value? Discuss experiences in and out of school through which you are learning these qualities and attitudes.

Do these qualities differ in school situations from those at home or at work?

UNIT VI. Plan a schedule of visits to business and industrial establishments. Study underlying processes and organization before visit. Note training programs; apprenticeship; indenture of new employees; working conditions; social and economic features.

UNIT VII. Consider educational plans for after high school or plans for obtaining training in industry. Check program for your senior year, making any needful changes in the light of information or experiences you have gained. (Consult homeroom teacher or counselor.)

Study Self-Appraisal Questionnaire for Eleventh Grade, Appendix A, for suggestions as to pupil needs at this grade.

See Program Card for Tentative Schedule, Appendix A.

SUGGESTED TOPICS FOR TWELFTH GRADE[17]

* UNIT I. After high school—what?

Questions of twelfth grade students; sources of information open to them.

Self-analysis; use of self-analysis information.

* UNIT II. Should a high school graduate continue his training?

Need of continuing education

Educational opportunities available to high school graduates

Problems facing the prospective college student

* UNIT III. What are the problems a high school graduate faces in entering and progressing in the "World of Work"?[18]

The need of planning

Types of jobs open to high school graduates

Types of work most suitable to the individual

Advantages and disadvantages of various fields of work

Applying for employment

Success on the job

Legislation benefiting workers

UNIT IV. Qualities essential for success in school or on the job.

What assets are you taking with you? What liabilities? Compare a college rating sheet on personal qualities with one from an industry. What do you find in common? Different? Discuss cases of success or failure in school and in business and industry due to personal qualities or attitudes. (Teachers cooperate with employers group or Chamber of Commerce to obtain impersonal cases illustrating these principles, e.g., Plan 18, Appendix B.)

UNIT V. Making a life while making a living.

Leisure time; interesting avocations and their possible vocational significance

Balanced ambitions and desires

Life as unfoldment

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[17] The starred units are selected from the 12A Course of Study, Guidance and Placement, Division of Vocational Education, Department of Education, Baltimore, Maryland. (Used by permission.)

[18] See Outline of Topics on Vocational Guidance following for detailed units recommended for pupils about to enter the "World of Work."

Values in perspective
Success criteria
Cases for impersonal discussion to illustrate the above points

Study Self-Appraisal Questionnaire for Twelfth Grade, Appendix A for suggestions as to pupil needs at this grade.

See Program Card for Tentative Schedule, Appendix A.

OUTLINE OF TOPICS ON VOCATIONAL GUIDANCE[10]

(Adaptable for senior high grades including ninth grade; Sections B, C, and D could be used for twelfth grade and in higher education.)

Outline

A. *Selecting an Occupation*

(Some of this section may have been covered in a previous grade. If so, it may be omitted or enlarged upon.)

1. Self-analysis
   - *a.* Educational self-analysis to understand one's abilities
   - *b.* Physical self-analysis to evaluate usual state of health
   - *c.* Social and ethical self-analysis to evaluate one's personality and character
   - *d.* Vocational self-analysis to evaluate past and present work experiences and work habits
   - *e.* Financial self-analysis to evaluate possibilities for further training
2. Occupational Analysis
   - *a.* Securing occupational information
     - (1) Varieties of occupations and fields of work
       - (*a*) Census classification:
         The fields with the numbers and percentage of workers in each
         The variety of work in each field
       - (*b*) Classification by "levels" of training
       - (*c*) Classification according to "tools" with which individual works, as *things, persons, ideas*

[10] Cincinnati Public Schools, *Aids for Guidance in Grade 9.* Curriculum Bulletin Number 47. Cincinnati, Ohio, 1940. (Used by permission.)

(2) Occupational trends
(*a*) The stable, unchanging occupations
(*b*) Occupations that are disappearing
(*c*) New opportunities in old fields
(*d*) New opportunities as discovered by research, technology, and invention
(3) Local opportunities
(*a*) Census information on kinds and numbers of workers:
Major industries of the community
Little known opportunities
Creative enterprise
(*b*) Trends of employment and unemployment as shown in Local State Employment Service reports, and so forth

b. How to study an occupation
(1) Where and how to get information
(*a*) Studying workers and their jobs:
Reading and radio
Visual aids, such as films, posters, and so forth
Special visits, trips, and casual everyday observation
(*b*) Experience:
Try-out classes such as industrial arts, household arts, and so forth
Part-time and volunteer work
Extra-curricular school activities, clubs, and hobbies.
(*c*) Interview with a worker
(2) What information to get

B. *Preparing for an Occupation*

1. On-the-job Training
Sometimes combined with special related courses during or after working hours.

2. How to Plan
(This is the time to consider the occupational analysis in comparison with the self-analysis.)

a. Selection of school subjects
b. Selection of type of school or training
c. Consideration of the steps and length of training
(1) For professional occupations
(2) For skilled trades
(3) For semi-skilled occupations
(4) For unskilled occupations.
d. Consideration of the costs of training (minimum-maximum)
(1) For four-year high school course (consider both personal expenses and per capita costs to taxpayers)
(2) For night high school
(3) For special courses—day or night
(4) For college and professional training
(*a*) Full-time program
(*b*) Cooperative program
(*c*) Night university

3. Making the Plan

C. *Getting a Job*

1. Plan of Campaign
a. Discovering possible employers through
(1) Friends
(2) Current development and trends
(3) Telephone directory
(4) Employment agencies
b. Selecting possible employers

2. Avenues of Approach
a. Friends, neighbors, relatives, teachers, and so forth
b. Letters
c. Advertisements—classified
d. Personal application and interview
e. Employment agencies (public and commercial)
f. School (employment counseling or placement system, or both)

3. Letter of Application
a. Form

- *b.* Content
- *c.* Style

4. The Application Blank
   - *a.* Importance and use
   - *b.* Study of sample forms and items on each
5. The Interview
   - *a.* Preparation for
   - *b.* The do's and don't's
6. Tests Used in Personnel Practices
   - *a.* General intelligence
   - *b.* Personality tests, interest inventories, and rating scales
   - *c.* Aptitude tests—mechanical, clerical, and so forth
   - *d.* Trade tests
   - *e.* Civil Service examinations

D. *Progressing in an Occupation*

1. Attitudes toward
   - *a.* The job
     - (1) Importance of every job
     - (2) Thorough understanding of the demands of the job
     - (3) Necessity of starting at the bottom
     - (4) Understanding of opportunities and lines of promotion
       - (*a*) Knowledge of duties
       - (*b*) Development of work habits
   - *b.* Fellow workmen
     - (1) Getting along with others
   - *c.* All work and workers (simple treatment such as indicated in Brewer's *Occupations,* pages 76-111 and 491-540).
     - (1) Employer-employee relationships
       - (*a*) Understanding of the company's organization
       - (*b*) Understanding each other's problems
       - (*c*) Methods of settling grievances and disputes
       - (*d*) Methods of sharing proceeds of production:
         Profit-sharing
         Cooperatives
     - (2) Labor and professional organizations
       - (*a*) Importance

(*b*) Strengths and weaknesses
(*c*) Types of labor organizations, as A. F. of L., C. I. O., and company unions
(*d*) Types of management organizations
(*e*) Types of professional organizations

(3) Labor legislation
(*a*) Child labor laws
(*b*) Work certificates
(*c*) Compulsory educational laws
(*d*) Workmen's compensation
(*e*) Social Security Act
(*f*) Old Age Pension
(*g*) Wagner Act

2. Continuation of Education
a. Preparing for jobs ahead and related work
b. Revising plans
c. Seeking further training
(1) Individual study
(2) Night schools
(3) Correspondence courses
(4) Government agencies, as C. C. C., N. Y. A., and so forth.

3. Work as a Contribution to a Happy Life
a. Economic security
b. Opportunity for self-expression
c. Recognition
d. Adventures or new experiences.

A discussion of college guidance will be found in Chapter VIII.

Inclusion of Occupational Study in Social Studies Curricula.

Opportunities have been pointed out earlier in this chapter for introducing the study of occupational life through the social studies in the elementary grades. Outlines were given showing these possibilities. The inclusion of units on the study of occupational life in the social studies is frequently carried on into the junior high school

and sometimes into the senior high school. In several states a course in the social studies is required in the ninth or tenth grades, which specifies the inclusion of units on the study of occupations.

Some primary objectives of the survey of occupations, as stated in the first chapter, are to bring about a broadened concept of occupational life, and an understanding of its requirements and problems. A more personal consideration of personal likes and dislikes and of special abilities for one type of work or another might follow later on as an outgrowth of this general approach. The fundamental objectives of establishing constructive attitudes toward work and toward the cooperative relationships of workers among themselves and with employers, are essentially social objectives. Survey units with such objectives might well be included in the social science curriculum, provided the instructor has a comprehensive understanding of these relationships and is in touch with unbiased sources of information, and is, himself, unbiased and thoroughly informed about occupational life. This social significance and its relationship to the social studies is pointed out in the following article:[20]

> It should be the purpose of the work in the first grades to lay a foundation of good citizenship by developing in the child some of the fundamental civic virtues. Obedience, cleanliness, orderliness, courtesy, helpfulness, punctuality, truthfulness, thoroughness, honesty, courage, perseverance, self-control—all these, and others that might be named, may be taken up with the class, and somewhat in the order named. Both a knowledge of the right, and a desire to act rightly, may be developed in the pupils through stories, poems, memory gems, games, dramatization, and other class exercises. And these should be accompanied by constant care on the part of

[20] Tryon, Rolla M. *The Social Sciences as School Subjects.* Part XI: Report of the Commission of the Social Studies. Charles Scribner's Sons, 1935, pp. 44-45; 321. (Used by permission.)

the teacher that the children shall be exemplifying these virtues in their daily conduct. Thus it will be seen that the civics work of these early grades can be little less than a continuous lesson in good morals and good manners.

To sum up—civics teaching in the elementary school divides itself naturally into three periods—that of the first three or four grades in which emphasis is given to some of the fundamental civic virtues as applied to the home, to the school, and to the neighborhood; second—that of grades four to six in which more specific instruction may be undertaken as to local affairs, with emphasis upon some of the functions which the government performs, and which citizens enjoy as members of a community; third—that of grades seven, eight and nine—Junior High School.

The chief purpose of the ninth year work now being emphasized, should be the development of an appreciation of the social significance of all work; of the social value and interdependence of all occupations; of the social responsibility of the worker, not only for the character of his work but for the use of its fruits; of the opportunities and necessity for good citizenship in vocational life; of the duty of the community to the worker; of the necessity for social control, governmental and otherwise, of the economic activities of the community; and of the part that government actually plays in regulating the economic life of the community and of the individual. U. S. Office of Education. "The Social Studies in Secondary Education," p. 27, Bulletin 1916, No. 28.

However, to some extent in the junior high school, and especially from then on, pupils begin to focus more and more upon their own tentative educational and vocational objectives. They need an increasing amount of information about occupations of individual interest, and help in formulating their plans. A separate course, or distinct units in the curriculum, taught by a counselor or an equally well-qualified person, becomes essential. This

is particularly important for students about to graduate or to leave school to enter occupational life.

Topics of Special Importance for Pupils Leaving School.

Certain topics should be selected and stressed with groups of pupils at any level of high school, who are considering leaving school, such as:

- Necessity for specialized training
- Apprenticeship and other means of securing training
- Requirements for various types of local industries
- How to find out about employment opportunities; employment agencies
- How to apply for a position: written application, interview; work permit; child labor laws
- Personal qualifications sought by employers
- Necessity for continued study, and survey of educational opportunities open to them for further education and training
- Attitudes essential for adjustment
- For details, see sections B, C, and D of the preceding outline, pp. 78-81.

Correlated Information in Senior High School.

High school subjects, notably English, mathematics, biology, chemistry, physics, and economics, offer more closely related opportunities to present occupational information than do most elementary school subjects. Pupils are usually more mature, more interested, and more ready to see the vocational significance of subject matter.

Professor Harry D. Kitson, in an article entitled "Vocational Guidance through School Subjects," [21] says in part:

[21] Kitson, Harry D., "Vocational Guidance Through School Subjects," *Teachers College Record*, May, 1927.

Every subject in the curriculum can be used as a vehicle to disseminate vocational information, to arouse vocational interests, and to bring out practical life relationships.

Such correlation of occupational information through school subjects brings unity between unrelated subjects. It enables the teacher to point out practical situations in which the principles of his subject function, and to bring out local applications of his subject. Chapter VII deals more fully with this topic.

Inclusion of Group Study of Occupational Problems in a Core Curriculum.

A core curriculum may be described as a gathering together of the elements of required courses into a group of units so closely related to each other that subject lines tend to disappear. An essential feature is the organization of learning experiences around meaningful life problems and subject areas related to these problems.[22]

A very excellent picture of the inclusion of group study of information essential for guidance, is given in the following extract from an article on "The Core Curriculum at the University High School." [23]

> The acquisition of knowledge, stressed though it must be, is distinctly subordinated to the forming of patterns of conduct—ideals, attitudes, standards, appreciations.
>
> In organizing the core courses, we have found it helpful to think in terms of the needs and interests of students. In determining these we have been guided by the findings of studies of adolescents which have been conducted at the University High School and elsewhere;

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[22] National Association for the Study of Education. 37th Yearbook, Part I, *Guidance in Educational Institutions,* Chapter V, by R. D. Allen and M. Bennett, pp. 159-163, "Prevailing Forms of Organization." Public School Publishing Company, Bloomington, Ill. (Used by permission.)

[23] Reprint from the *University High School Journal,* Vol. 15, No. 3, 1937. Article by George A. Rice, Clinton C. Conrad, and Paul Fleming. (Used by permission.)

by the considered judgments of teachers and parents; by the aid in planning and in evaluation which the students have given us. What then, are these needs? Adolescents need the security which the fixing of certain points of reference can give them—better understanding of themselves as human beings; knowledge of their own strength and weakness; acquaintance with conventional social usages familiar to adults; means of distinguishing between what they may safely believe and what they may not. They need means of reaching out and broadening their fields of experience. They need an increased understanding of social and natural phenomena in the world about them, appreciation of what is going on in that world today, and the feeling of inclusion in adult interests. They need a greater identification of their purposes with those of their teachers, the opportunity for more self-directed activity.

In the tenth grade, the teaching of the core courses is associated intimately with guidance: one, at least, of the tenth-grade counselors teaches a section of this course.

The homeroom, which had long since become a vestigial remnant, used chiefly for administrative purposes, was abandoned entirely when core courses were instituted, and the activities formerly carried on through it became a part of the core course.

We shall include a brief summary and over-view of the core curriculum. In the tenth year, Personal Management, essentially orientation in the senior high school, is followed by orientation in the community, Social Living: Out of six periods in the day, two are always devoted to the core curriculum (thus meeting requirements for graduation); the remainder are left free for elective subjects or study hall.

Following is the outline of the course in Personal Management:

1. Immediate orientation in the school:
   (*a*) Acquaints students with physical surroundings, administrators, prominent members of

the student body; with rules, regulations, and traditions.

(*b*) Helps the student to discover his particular weakness and strength, so that he may guide his own activities and behavior accordingly, both in and out of class.

2. Program building: Students visit departments; talk with teachers of different departments; participate in sample lessons; make a study of occupations; decide on a program, after consulting with counselors and parents.
3. Proper use of time: Hobbies; essentials for studying—demonstration lesson by librarian in use of Reader's Guide, encyclopedia, dictionary; outlining; reviewing; taking tests; the best study conditions for each individual; budgeting time.

In the eleventh grade, the student chooses one of three courses: Political Problems; Social Problems; Economic Problems, the description of which follows:

Economic Problems

This course is designed to give students an understanding of those fundamental factors that determine how man makes a living—how man in the making of that living must work with what nature provides; how man is striving to better his standard of living; how wealth is shared among us under our present system; how the problem of a more equitable sharing of wealth is a problem of governments.

In the low-twelfth the student chooses one of three courses: Elementary Psychology, Low-twelfth English, Consumer Education. In High-twelfth he chooses High-twelfth English, Business Problems, or Home Problems. The course in Business Problems includes:

How to obtain a position

A general survey of the vocational outlook

- Factors to be considered in obtaining a position
- Sources of employment
- How to write letters of application
- How to make an application and fill out an application blank

How to get ahead on the job

- Personality traits that aid in promotion
- Background knowledge regarding how business is organized and operated

Getting the most out of income.

Cumulative Records.

Cumulative records should follow individual development from school entry through high school. They will become increasingly helpful for individual analysis and possible vocational direction. The cumulative record, tracing the individual's development of interest, his in-school and out-of-school activities, particularly those of a try-out nature, his test reports and academic ratings, his attitudes, abilities, aptitudes, health, and home background, is indispensable in determining a pupil's educational and vocational plans.

Materials Suitable for Presentation Through the Homogeneous Homeroom Groups.

A discussion of the type of background desirable for the teacher of a class in educational and vocational information is found in Chapter V. It will be evident from this discussion that not all teachers possess this rich, well-grounded background of vocational information and experience. All teachers have had, however, varying degrees of educational experience, even though their vocational information may be limited to such occupations as are related to their own subjects. While, therefore, the amount of vocational information that can be

introduced through the homeroom is limited both by time and by the experience of the teacher, much fundamental educational information can be given through this medium. Such topics as subjects required in all curricula, units required for graduation, method of counting units, points to consider in choosing electives, are suitable for homeroom presentation. Report card marks also give an occasion for counsel with the homeroom teacher. Sound and sympathetic contact with a pupil may prevent failure. Pupils needing special help may be referred at once to the proper persons concerned.

Tentative plans for a program may well be begun in the homeroom, and the advice of the counselor sought, as needed, for information about entrance requirements of particular schools and about availability of scholarships, or for aid in planning a program that demands more individual help and specialized knowledge than the homeroom teacher can give. The counselor should in turn enlist the cooperation of parents, so as to make the formulation of plans for the child the combined work of the home, the child, and the school.

Several books give helpful suggestions to guide discussions and outlines of homeroom programs.[24]

Many of the topics in text and reference books on educational and occupational information are adaptable for either classroom or homeroom discussion.

Unquestionably, the homeroom teacher has unique opportunities to develop cooperation on the part of her pupils toward one another, their teachers, and their work. Case studies involving fundamental principles of conduct

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[24] McKown, Harry C. *Homeroom Guidance.*
Detjen, Mary F., and Detjen, Ervin W. *Home Room Guidance Programs for the Junior High School Years.*
Wright, J. C. *Vocational Guidance for Homerooms.*

afford a helpful approach to some of these problems.[26]

These case studies must be presented skilfully and the discussion be conducted with great care; otherwise they may lead the class to conclusions that are neither expected nor desired. The teacher may take warning from the remark of one little boy who said in this connection that after one of these discussions he could think of "more ways to be bad" than he could ever have thought of by himself! Wherever possible, cases selected should be constructive in tone. It is desirable to focus thought on right attitudes and worthy activities rather than on their opposites. Thoughtfulness for other persons, kindness to animals, right actions that have won reward or deserve recognition, are worthy to illustrate some fundamental principle of conduct. The newspaper stories previously referred to were selected with this positive viewpoint.

Fiction often gives opportunity for the bringing out of constructive attitudes. A story called "The Fireman," [31] is one of achievement, initiative, courage in meeting an emergency, and faithfulness to duty. This story brings out, by striking contrast, the careless attitude of the passengers on the train who failed to recognize the heroic work that had brought them safely through the night. Thus unpretentious acts of worthy service may go unnoticed because of their familiarity or their seeming simplicity. To bring these to children's attention through well-selected cases or stories is to make for more appre-

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[26] The book by Allen, Stewart, and Schloerb, *Common Problems in Group Guidance,* contains many topics suitable for the homeroom, as does also Endicott's *One Hundred Guidance Lessons.* The second volume of the series by R. D. Allen, *Case Conference Problems in Group Guidance,* gives suggestive material for cases; similarly, *Case Studies in Educational and Vocational Guidance* by Brewer and others; *Newspaper Stories for Group Guidance,* by Brewer and Glidden; Jones, V. S., *What Would You Have Done?* and Perkins, E. V., *The Student Thinks it Through.*

[31] Hill, H. C., and Lyman, R. L. *Reading and Living,* Book II, pp. 293-299.

ciation, understanding, sympathy, and cooperation in daily living. The book *They Also Serve* will be helpful in this regard.[32]

Preparation of Homeroom Lesson Materials.

Dr. C. C. Dunsmoor's writings offer helpful suggestions for the preparation of suitable materials for the homeroom.[33]

> A homeroom guidance committee should be appointed for the purpose of preparing lesson materials in such manner as best to represent the needs and interests of the pupils, the school, and the community. The committee should consist of four to six members. There should be on the committee at least one member of the administrative staff and at least one homeroom sponsor from each grade. Special effort should be made to see that pupil needs and interests have been consulted and are well represented.
>
> *Some other important points concerning lesson materials:*
>
> 1. The aims of the homeroom lesson should be definitely stated in the materials provided.
> 2. Homeroom lesson materials should be carefully placed according to grade.
> 3. A good variety of materials and proposed activities should be presented.
> 4. Homeroom lesson materials should be largely self-sufficient, requiring relatively little or no search for additional materials by sponsors or pupils.
> 5. Homeroom lesson materials should consist of a printed or mimeographed manual to serve as a core, this to be supplemented with frequent bulletins to provide new and current materials.

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[32] Bishop, M. and Allen A. *They Also Serve.*

[33] "Desirable Features of a Homeroom Guidance Program" by C. C. Dunsmoor, Director of Guidance, Records, and Appraisal, Public Schools, New Rochelle, N. Y. Article in *Educational Method,* January, 1941. (Used by permission.)

Homeroom lesson materials should be prepared in such a[34] manner as to represent the needs and interests of the pupils, the school, and the community:

A. As outlined or expressed by the pupils themselves.

B. As observed and analyzed by the homeroom sponsors.

C. As observed and analyzed by a homeroom guidance committee.

Occupational Information in a Small Community.

In schools in small communities, homeroom and subject teachers must usually carry out the program of study of education and occupations. It may be helpful to see some of the ways in which this share of responsibility was worked out in one small community.[35] An interesting program of presenting educational and occupational information is carried on in a school of 600 students and eighteen teachers, in which there are no occupations classes, no special counselors, and no provision of time for guidance beyond what may be used of the assembly and the twenty-minute homeroom periods. The interest of the service clubs, of the librarians in the school and in the public library, of the teachers and other members of the community, has been enlisted in this program. The nature of some of the activities is shown in the following extracts from the school paper:

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[34] "Desirable Minimal Standards for Effective Use of the Homeroom as an Agency for Guidance," mimeographed bulletin by C. C. Dunsmoor, Director of Guidance, Records, and Appraisal, Public Schools, New Rochelle, N. Y. (Used by permission.)

[35] West Bend, Wisconsin. Plan under the direction of Miss Gertrude Forrester.

For a description of this program see article, "A Vocational, Avocational, and Homeroom Guidance Program," by Gertrude Forrester, in the *Balance Sheet,* September, 1938. Southwestern Publishing Company, Cincinnati, Ohio.

Extracts from the News Column of the School Paper

(Quoted by permission)

Trips

The Rotary Club has passed a resolution sponsoring high school visits to local industries to give an opportunity to observe workers in various occupations.

If a student takes advantage of the four trips to industries each year, sixteen local industries can be visited during the high school course.

New Books in the School Library

Eight new books containing vocational information were added to the high school library last week: (Followed by book list and special mention of the homerooms that contributed the books.)

Thirty occupational books and pamphlets have been given to the Public Library in the past few weeks. (Names of organizations from which these were received.)

Looking Over the Vocations

The faculty has devised a scheme to assist us in "Looking Over the Vocations." It is a sort of rotating plan. Each of the teachers has selected an occupational field on which to gather information and sources of material. Our eighteen teachers will give their talks simultaneously for several days during the Wednesday 20-minute guidance periods. Students will go to hear whichever talks they elect. For instance, one student might go to hear "Occupational Opportunities in the Field of Chemistry" one day; "Vocational Opportunities for Foreign Language Students" on another day; "Vocational Opportunities in the Field of Science" on a third day; "Opportunities in the Field of Nursing" or "Opportunities for Workers in Household Arts," etc.

The members of the Senior Stenography Class are acting as stenographers to the teachers and assisting them in collecting material for these discussions.

Leisure-Time Guidance

The faculty members are also planning to give talks on subjects of leisure-time interests. During the Guidance Periods on two or three days, our eighteen teachers will give these talks simultaneously in their classrooms. You may attend the talk you choose—photography, stamp collecting, art, travel, reading, collecting, nature study, sports, etc. Most of these programs will be given before the June vacation as leisure-time guidance. A few talks of general interest may be given as assembly talks.

Take Your Choice

Subject	*Speaker*	*Room No.*	*Faculty Host and Student Chairman*
Secretarial work			
Business Home Economics			
Public Health Nursing			
Social Work			
General Office Work			
Restaurant Management			
Court Reporting			
Accounting and Bookkeeping			
Commercial Art			

The foregoing talks are arranged by the Business and Professional Women's Club.

The Business and Professional Women's Club is contributing several books on vocations this year to the Public Library.

Next Wednesday during the guidance period, the Kiwanis Club will furnish speakers on nine occupations. You may attend whichever talk you choose: Journalism, Medicine, Dentistry, Banking and Finance, Advertising, Engineering, Law, Manufacturing, or Insurance.

Select your talk in advance, so none of the period will be wasted in getting started.

The following Wednesday, the Rotary Club will furnish speakers on nine other occupations.

MOTION PICTURES

A motion picture on aviation (name) has been ordered for (date).

Interested Groups.

Parent Teacher Associations also are striving to present to their members an understanding of the problems of youth. This is sometimes done by means of radio programs, by speakers representing the guidance services of the school, representatives of industry, and colleges.

FACULTY FORUM [36]

High Schools and Democracy
What Shall Young People Read
Teaching a City to Speak Well
Foreign Languages in Modern Education
The Purpose of Vocational High Schools
Who Shall Go To College?
The Case for the Classics
High School Athletics: Useful or Harmful
Student Voice in School Government
Public Education: A State or Municipal Responsibility
Are High School Students Radical?
The Changing Course of Study in Our High Schools

The American Association of University Women and college alumni groups often cooperate in arranging the program and furnishing speakers for "College Night," when representatives of various colleges are present to talk with students and parents regarding entrance requirements of their particular schools, courses offered, and other matters of interest. Local college alumni are usually present to meet pupils considering their institutions.

[36] Radio Studio Bulletin, W N Y C, W N Y E, Board of Education Studio, New York, N. Y. (Used by permission.)

Occupational Information Through Try-Out Experiences in Communities.

Courses involving part-time training give opportunity to acquire occupational information first-hand, and to put interests to test through actual try-out situations. A program of this sort may be set up even in small communities[37] with the aid of such organizations as service clubs, Chamber of Commerce, Trades and Labor Councils. The accompanying extracts were taken from a description of such a program.[38]

> High school boys and girls spend three hours a day, five days a week in some store, shop, or office, receiving school credit for their experience and training. The employers obligate themselves to give fundamental training in the vocation, to make periodical reports [39] concerning the student's progress, and not to use the students to replace regular employees. Learning by doing is the governing rule.
>
> The students, generally juniors or seniors, make their own selection of the vocation they wish to follow, assisted by the coordinator of the high school. Placement procedure for the fall term begins early in the spring so that there is plenty of time to study the individual's vocational interests and needs. Once placed, the boys and girls do actual work. They see and learn the manner in which business and professional work is conducted.
>
> At the same time the students enroll in a course known as "Business and Industrial Relations" conducted by the coordinator. The course is designed to provide training in business and economic problems, industrial history,

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[37] Some try-outs suggested as possible in small communities are: farming, building construction and electrical work, clerical work, factory work, music, decorating, photography, journalism, transportation, retail stores. American Association of School Administrators. *Schools in Small Communities,* 17th Yearbook, 1939, p. 70.

[38] *Utilizing Community Resources for Vocational Guidance and Training,* by M. P. Moe and L. O. Brockman, Box 217, Helena, Montana. (Used by permission.)

[39] See Appendix A, Report for Part-Time Training Students.

salesmanship, and job adjustment. Business and industrial problems arising in connection with these students' part-time training mean more to them when studied in the classroom and then seen or experienced in real life than if merely studied in the classroom alone.

SELECTED UNITS FROM A COURSE IN BUSINESS AND INDUSTRIAL RELATIONS[40]

The course in Business and Industrial Relations should strive to present to this group of students a general background in the fundamentals of business, industry, and human relations.

Unit I. Occupational Problems of Young Workers.

1. What should a young person know about a job?
2. What kind of worker does an employer want?
3. What is the best method of going about getting a job?
4. What is the legal relation between an employer and an employee?

Unit II. Business Organization and Problems of Starting a Business.

1. What are the forms of business enterprises?
2. What are the problems of starting a business?
3. What are the problems of operating a business?
4. How can one minimize business risks?

Unit VII. Relationship of Family Life to Success in Business and Industry.

1. How does the family life of a worker influence his attitude on the job?
2. What right or wrong habits learned at home will help or hinder his character on the job?
3. Is the home a good place to acquire habits and characteristics which make for success on the job?

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[40] This complete course is given with references in the pamphlet *Utilizing Community Resources for Vocational Guidance and Training,* by M. P. Moe and L. O. Brockman. Box 217, Helena, Montana.

4. What are the problems facing the American home today that are of interest to all?

A discussion of job adjustment will be found in Chapter VIII.

Appraisal of Occupations Courses.

What are some of the standards which may be applied to the appraisal of the courses in occupations? Ten points which seem to him essential for any course in occupations of first rank are listed by Professor George E. Myers[41] of the University of Michigan. The list is here reproduced.

(*a*) There should be one or more credit courses in occupational information.

(*b*) This work should be the equivalent of 5 periods per week for one semester.

(*c*) It should be required of all pupils in the grade or grades in which it is given.

(*d*) It should be so placed in the program of studies that few pupils leave school without taking it.

(*e*) At least part of this work should precede the time when pupils must choose between the general, the commercial, the household arts, and the industrial arts curricula.

(*f*) The subject should be taught by a specially qualified teacher.

(*g*) Occupations from all of the ten large groups of the United States Census classification should be studied.

(*h*) The plan should provide for pupil activity to the fullest possible extent.

(*i*) The plan should provide for teachers of other subjects to discuss with their pupils occupational opportunities and requirements related to the subjects.

[41] *Some Tentative Standards in Evaluating a Guidance Program,* by Myers, George E. (Reprint of address at American Vocational Association Convention, Louisville, Ky., 1927.) (Used by permission.)

(*j*) The plan should provide for the information to be kept up to date, especially as to local occupations.

The first five points apply more particularly to the topics discussed in Chapter V; the remaining five apply to the present discussion of the content of courses, and to Chapters VI and VII.

Excellent criteria for consideration in selecting and organizing subject matter have been presented for the social studies,[42] that apply very suitably to educational and vocational information.

Basic principles of curriculum organization:

1. Comprehensiveness and balance
2. Vertical articulation, i.e., progressive continuous development through school years
3. Horizontal articulation, i.e., proper correlation with other fields of instruction (This is particularly important with parallel subject patterns)
4. Reality of learning situations
5. Self-integrated learning on part of child
6. Adaptation to maturity of learner and level of development
7. Adaptation to community characteristics and needs
8. Adaptation to individual differences
9. Flexibility in content and method
10. Contribution to general objectives of the school

In considering the functions of a guidance program as a whole, the contribution that the group study of educational and vocational information can make to each of these functions is very striking.[43]

(1) Providing a curriculum and methods of instruction favorable to the development of good personality

[42] *The Social Studies Curriculum,* The 14th Year Book of the Department of Superintendence, 1936, pp. 92-101; 140. (Used by permission.)

[43] *Schools in Small Communities,* 17th Year Book of the American Association of School Administrators, 1939, Chapter III. General Guidance Program, p. 57. (Used by permission.)

(2) Establishing reciprocal pupil-community contacts
(3) Encouraging the acquisition of helpful interests and technics
(4) Articulating school experience
(5) Helping the pupil to understand himself
(6) Helping the pupil to understand occupations
(7) Inducting the pupil into a job and community life

A measuring scale entitled "Criteria for Rating Courses of Study in Occupations" was prepared by Edgar M. Stover at Teachers College, Columbia University. Extracts from Parts I, II, and IV of this scale are reproduced here.[44]

CRITERIA FOR RATING COURSES OF STUDY IN OCCUPATIONS [45]

Edgar M. Stover

Name of State, City or County issuing course ____________

Date course was issued ________ Number of revisions ________

Grades covered ___ Periods per week ___ Length of periods ___

RECOGNITION OF THE OBJECTIVES OF VOCATIONAL GUIDANCE:

1. Positiveness with which objectives are stated to indicate broad aims and purposes of the course.
2. Specificity with which objectives indicate what the content of the course would be in reference to:
   a. Habits
   b. Attitudes and appreciation
   c. Knowledge
3. Evidence shown that the stated objectives have been held in mind in the selection and organization or subject matter.

[44] Used by permission.

[45] The original scale makes provision for scoring each point and estimating the total score. The scoring devices are omitted in these extracts, since they could be given only in part and would not yield a total score.

4. If no objectives are stated, to what degree does the organization of the subject matter give evidence that the makers of the course had objectives in mind?
5. To what degree are objectives implied if not stated?

WHAT TO TEACH—ORGANIZATION OF SUBJECT MATTER:

Amount of subject matter pertaining to successful selection and participation in occupational life:

1. How to study an occupation.
2. How to choose an occupation.
3. How to prepare for an occupation.
4. How to enter an occupation.
5. How to progress in an occupation.

Sequence of subject matter:

1. Sequence indicated in course of study itself.
2. Sequence based on various needs:
   a. Needs of individual pupil
   b. Needs of class.

Gradation of progressive study:

1. Graded according to difficulty.
2. Graded according to pupils' needs.
3. Graded—repetition and emphasis of ideas.

NUMBER OF AIDS TO THE TEACHER CONTAINED IN THE COURSE —METHODS, MATERIALS, OUTLINES, BIBLIOGRAPHY, ETC.

1. Methods suggested (survey, discussion, etc.).
2. Illustrative and type lessons.
3. References for use of pupils.
4. References for use of teacher.
5. Suggested standards for measuring the results of teaching, i.e., tests, scales, etc.
6. Suggestions for using materials and topics of local interest.
7. Suggestions for correlation with other subjects of the curriculum.
8. Use made of scientific studies in determining methods and materials for the use of the teacher.
9. Flexibility of arrangement which permits the teacher to use his own judgment and initiative.

QUESTIONS FOR INVESTIGATION AND DISCUSSION

1. Consult courses of study from various cities and communities having organized instruction in educational and vocational information. Note statements of objectives, topics included, distribution of emphasis, age or grade for which planned, etc. Criticise one of these courses as to (1) interest, (2) clear statement of objectives, (3) comprehensiveness and balance of subject matter, (4) distribution of emphasis, (5) suitability for grade for which planned, (6) stimulation and guidance of pupil activity.
2. After reading widely and becoming familiar with textbooks and courses of study from other localities, formulate a course of study in educational and vocational information suitable in your own situation. Indicate nature of group for which planned. State objectives, outline topics and sub-topics. Estimate probable distribution of time for the development of each topic. Work out as complete a set of lesson plans as possible to show how the course will be presented. When feasible, include visual materials and selected references with each topic.

   If you decide to adopt a text, give your selection and your reasons for this choice.

   An annotated bibliography should accompany your course of study.

   (*Note:* Questions 1 and 2 might constitute a term paper in a class of adults studying methods and content for a course in occupations.)
3. Outline a club program in an out-of-school agency, covering vocational information presented in such a way as not to overlap what is being done in the schools.
4. Work out a series of lessons for over-age pupils in the elementary school who will soon be faced with the necessity of leaving school.
5. Formulate a series of lessons on important economic problems that concern occupational life to be used as a basis for discussion in a forum group. (Indicate age and nature of group; for example, a group of high school seniors not planning to go to college, or a group of out-of-school youth.)

6. Plan a course of study for parents that will make them aware of the problems of educational and vocational guidance, the necessity for accurate up-to-date information, and the importance of cooperation of home, school, and child in the formulation of educational and vocational plans.

7. Work out a consecutive series of outlines of topics suitable for progressive presentation in the homerooms, Grades 7, 8, 9, or in Grades 10, 11, 12.

8. Work out a series of lessons to present educational opportunities to obtain further education and training under the following circumstances:

   (1) Completion of the seventh grade.
   (2) Completion of the junior high school grades.
   (3) Graduation from high school.

9. Collect a series of case studies involving some problems in the ethics of vocational life. Arrange these with lead questions for discussion in a forum, Sunday school class, or club of employed youth.

10. Write up a series of cases illustrating situations causing problems in school life, including lead questions that will promote and guide discussion. (For examples of such cases consult references noted on page 90.)

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THE FUNCTIONS OF SCHOOL AND COMMUNITY IN GATHERING OCCUPATIONAL INFORMATION AND ITS STUDY BY ORGANIZED GROUPS

(Chapters IV and V)

CHAPTER IV

Gathering Occupational Information

One of the essential purposes in group study of educational and vocational information is to put pupils in touch with reliable source materials and to train them in correct methods of obtaining information as they need it. It is therefore necessary that the counselor or teacher of the group be familiar with source materials already available, such as books and pamphlets. It is also important that adult leaders be able to utilize techniques of occupational investigation and research to gather new, up-to-date information. This is constantly being compiled in trend studies, job analyses, occupational studies, and vocational surveys. Particularly useful are the surveys of the local community, often carried on by school groups under adult direction.

Textbooks and Reference Books.

One naturally turns to books already in the field as a major source of information. Such books may be classified as those particularly suitable for use as a text and those useful primarily for reference, although of course some textbooks may also be used for reference work. Books suitable for use as texts usually show a certain continuity of development from topic to topic. Books to be used only as reference material may cover a wide variety of occupations, from a few to hundreds, or may deal extensively with one. A book may, for instance, set forth

the work done and the qualifications and training needed for such varied occupations as those of machinist, carpenter, physician, journalist, telephone operator; or it may deal solely with opportunities in a complete but diversified field of work, *e.g.*, forestry, journalism, merchandising, or medical occupations.

Materials dealing with many occupations may be compiled by one author or group of authors, or each topic may be written by an expert in the given field, and the whole book edited for publication by one person or group of persons. A book covering one special field of work, with its subdivisions, is usually written by an expert in that field.

Fiction With Occupational Background.

Novels, and to a lesser degree short stories, set in an authentic background of specific occupational activity are valuable in creating understanding of the jobs, surroundings, rewards, and demands of the particular type of work. Stories with a background of life at sea, of theatrical life, of forestry, farming, journalism, nursing, radio, advertising, and even modern occupational therapy are now on the market. These stories are not classified as occupational information, since they are essentially fiction. They are, however, eagerly sought by high school students, and their stimulating values are recognized by librarians and teachers.

As a tool of research in locating fiction about occupations, the American Library Association has published two carefully annotated bibliographies,[1] the contents arranged alphabetically according to occupational content. Poetry, too, has been selected, listed, and arranged for correlation with English classes in an article entitled

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[1] Lingenfelter, Mary R. *Vocations in Fiction.*
Morgan, Vera E. *Vocations in Short Stories.*

"Odes to Occupations." [2] Modern dramas can also be selected for group study, and annotated for their occupational content.

Vocational Information Through Biography.

Well written biography is undoubtedly one of the prime literary sources for enriching knowledge of occupational life. It is not, of course, mere biographical facts in chronological order which serve this purpose, but the total picture of the youth in his or her early gropings toward adjustment, and the man or woman achieving some measure of satisfactory living, socially, vocationally, spiritually.

To aid students in analyzing important steps to be observed in a biographical record, and especially the steps toward occupational adjustment, Professor Harry D. Kitson [3] has prepared an outline for just this purpose, appending also a selected list of biographies illustrating various walks of life.

In books and magazine articles, there is a wealth of biographical and autobiographical material. Recent textbooks on vocations [4] have included brief life stories. Facts from the lives of famous authors, aviators, engineers, musicians, politicians, scientists, and soldiers have been compiled. Biographical sketches are often found in books on the history of scientific and industrial development research. The story of the development of most industries pays tribute to the courage and foresight of its founders. Several high school references with wide circulation have offered young people excerpts from the lives of both famous and humble great Americans. Such

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[2] *Occupations,* the Vocational Guidance Magazine, XIII, January, 1935, pp. 334-343.

[3] Kitson, Harry D. *I Find My Vocation,* pp. 69-71.

[4] Holbrook and McGregor. *Vocations and School;* also Chapman's *Occupational Guidance.*

books usually contain bibliographies [5] of full-length life histories, arranged according to the predominating core of vocational interest.

Every week brings forth new biographies, and autobiographies, centering about careers of unique personalities in business or the professions. However, rather than focusing attention only on individuals widely publicized, it is of considerable educational value to lead students in search of new biographical material directly to former graduates of their own schools and to local characters worthy of appreciation.

Reading Widely and Focusing Information.

After a pupil has studied widely from texts or references dealing with a large variety of occupations, and has thus obtained a general survey of the fields of work, he is ready for more specific information about those that interest him most. A broad survey will open up new fields of thought and a realization of occupational relationships. If through such a survey a young person should become interested in two widely different lines of work, such as medicine and engineering, he could gain further information concerning these two fields by reading books about each particular occupation. Thus the dual process of broadening and focusing thought goes on as interests and abilities of young people develop under guidance, until preference for a certain field of work becomes evident, and choice of a specific occupation within the field eventually results.

Selecting Books.

The accompanying form for a book report is convenient for noting certain points to be considered in selecting a textbook or a reference book.

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[5] Notably *Careers in the Making.* Iona R. Logie, 1935.

Book Report. Reviewed by ______________

Author ____

Title ____

Pages or chapters read: ______________________________

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I. Form of presentation: please check (x).

________(1) Story about occupational life.

________(2) Compilation of articles or interviews on various types of work.

________(3) Written by one author or group of authors.

________(4) Survey of many occupations.

________(5) Description in detail of one particular occupation.

II. Suitability for:

________(1) Young people of about ____________ age

________(2) Adults.

III. Teachability:

________(1) Suitable for a textbook.

________(2) Suitable for a reference book.

________(3) Unity of subject matter: Is it developed consistently?

IV. Is the subject matter well balanced, or is it overweighted in some fields?

V. Does material show originality of subject matter or approach?

Specify how.

VI. Has the material ability to hold interest?

VII. Personal comments.

Unification of Information.

It is possible that occupational information may sometime be compiled in encyclopedic form. Instead of hav-

ing so many books with overlapping areas of information on agriculture, forestry, and especially the learned professions, efforts might be united in one complete presentation of each field of work. This information could be arranged in volumes as in encyclopedias, or in a series of pamphlets.

A *Dictionary of Occupational Titles* has been prepared by the United States Employment Service Division of the Bureau of Employment Security, Social Security Board, Federal Security Agency. Part I of the Dictionary contains [6] the definitions of 17,452 separate jobs in American industry and business, as observed in actual operation by trained analysts; a glossary of technical terms; definitions of the industries included in the book; alphabetical listing of the defined jobs found in each industry. Part II lists titles defined in the Dictionary and the assigned codes in such a manner as to form related groups of occupations. The possible uses of the Dictionary in vocational guidance have been summarized in a leaflet prepared by the Occupational Information and Guidance Service of the Office of Education.[7]

Private research institutions and book concerns are contributing toward a thorough survey of series of occupations. Science Research Associates [8] are publishing occupational outlines of "America's Major Occupations," covering the one hundred vocations in which three-fourths of all workers are earning their living. The Institute for Research [9] is making an extensive contribution to the survey of occupational opportunities in its monographs,

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[6] These publications may be obtained through the office of the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. Part I, $1.00; Part II, $2.00.

[7] Occupational Information and Guidance Service, U. S. Office of Education, Federal Security Agency. "The Occupational Dictionary as a Tool in Vocational Guidance Work." Washington, 1940.

[8] 1700 Prairie Avenue, Chicago, Illinois.

[9] 537 South Dearborn Avenue, Chicago, Illinois.

"Careers," which up to date cover one hundred and twelve fields of endeavor, including six hundred and twelve distinct types of jobs. The Commonwealth Book Company [10] also publishes a series of monographs including many every-day occupations. Morgan, Dillon and Company [11] publishes a series directed by Miss Chloris Shade, entitled "Success Vocational Guidance Monographs."

The Occupational Information and Guidance Service of the Office of Education prepares bibliographies and other materials on guidance information and practices, all available to educators or organizations requesting information. Thus the Service helps to bring together and to make available information regarding guidance developments, new materials and methods, as well as fostering and unifying interest and cooperating in establishing programs throughout the country.

Current Articles and Materials.

The *Readers Guide to Periodic Literature*[12] lists current material on vocations, such as articles on aviation, radio, television, and new developments in industry. Such periodicals as the *Occupational Index* [13] and *Vocational Guide* [14] classify and annotate occupational information to be found in current books, pamphlets, and periodicals. The *Vocational Guidance Digest* [15] abstracts articles on vocational guidance and related fields. In

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[10] 80 East Jackson Blvd., Chicago, Illinois.

[11] 5154 N. Clark Street, Chicago, Ill.

[12] *Readers Guide to Periodic Literature*, H. W. Wilson Co., 950-972 University Ave., New York, N. Y.

[13] Published monthly by Occupational Index, Inc., New York University, Washington Square East, New York, N. Y.

[14] Published monthly by the Science Research Associates, 1700 Prairie Avenue, Chicago, Ill.

[15] *Vocational Guidance Digest*, Stanford University Press, Stanford University, Calif.

Books About Jobs,[16] publications of recent years are classified by occupations and annotated.

Some magazines are devoted solely to educational and vocational information. *Your Future,*[17] a weekly publication, has the sub-title "Opportunities-Educational-Occupational-Social." It is very readable and contains exercises adapted to classroom or homeroom study for pupils of junior high or senior high school ages. The monthly magazine *Vocational Trends*[18] is interesting and challenging for high school age pupils and for adults. A leaflet called, "Lesson and Discussion Aids," appears monthly to suggest questions for discussion and pupil activities based on articles in *Vocational Trends, Occupational Monographs,* and other members of this group of publications to aid in their more effective use.

Many newspapers feature regularly articles on vocations. Some papers have run series giving each week an account of an interview with some person outstanding in his or her vocation. In this way the opportunities and qualifications needed in a wide selection of vocations—advertising, banking, medicine, and other occupations—are presented. Such an article is particularly valuable when the vocation is one about which little has been written or one which is developing so fast that up-to-date information is difficult to obtain.

An international daily newspaper[19] carries a very interesting and original column entitled, "Vocations." Through this column are reported odd and unusual activities that people have found to do for a livelihood during times of widespread unemployment.

Frequently current magazines or magazine sections

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[16] Parker, Willard E. *Books About Jobs.*

[17] Published by American Education Press, Inc., 400 South Front Street, Columbus, Ohio.

[18] Science Research Associates, 1700 Prairie Avenue, Chicago.

[19] *The Christian Science Monitor,* Boston, Mass.

of newspapers run series of articles on occupations of present moment when some shortage or special need for workers arises, as for our national defense program.

Industry can furnish up-to-date materials such as charts, exhibits, slides, motion pictures of processes, booklets describing the industry, job specifications or job analyses. Some of these materials may be too technical or include too much detail to be of value for general use in classes in occupations; some, however, are suitable for general presentation and some may be used with individual pupils particularly interested in obtaining detailed information.

Local Boards of Trade or Chambers of Commerce also make studies and surveys of business conditions and trends. They sponsor exhibits of local products, furnish lists of sources for visual aids recommended to groups studying occupations, arrange for visits to industrial and business establishments, and furnish speakers for groups conferences.

The Junior Chamber of Commerce affords its young members opportunities to become acquainted with ways in which business and industry are organized and operated, through trips, exhibits, its magazine, and other means. Through 4-H Clubs and Junior Grange, young people become familiar with farm life, and its problems.

Service organizations, such as Kiwanis, Rotary, Lions, Altrusa, Zonta, Business and Professional Women's Clubs, and others have furnished pamphlets on occupations and surveys of special fields.[20]

Many of these organizations publish articles on vocations in their magazines regularly, as in the case of the *Independent Woman,* the house organ of the National Federation of Business and Professional Women's Clubs.

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[20] Obtainable through national headquarters. Many service clubs have a person or a committee responsible for vocational guidance activities.

Some universities and technical schools have brought out helpful materials on the vocational fields for which their various departments or colleges prepare.[21]

Invaluable data are obtainable from employment services under whatever organization, Federal, state, or either affiliated with local schools and community. Contacts with local industry and business and with studies made on a national scale, afford them important current information on employment opportunities, trends, conditions, and problems.

Other organizations, such as the National Youth Administration and the Works Progress Administration, are bringing out helpful materials, often in cooperation with the employment services, Chamber of Commerce, trade unions, and other local groups. Many surveys of educational and vocational opportunities in a community have appeared, as well as studies of particular occupations and compilations of bibliographies. Initiation of activity along these lines is described in an article by Dr. Mary H. S. Hayes,[22] Director of the Division of Youth Personnel, National Youth Administration, Washington, D. C.

> In general, bulletins have been prepared by industries rather than by specific occupations. In them, an effort is made to give a general picture of the industry, to describe the jobs especially characteristic of that industry, to give an indication of the geographical distribution of the industry and such information as is possible to obtain regarding its trends of expansion or regression.
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> In seventeen states directories have been compiled on opportunities for training which the states provide.

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[21] Hunter College of the City of New York, "What to Do in the World's Work." Rochester Athenaeum of Mechanics Institute has a series of bulletins, "If You Are Considering Photography"; "If You Are Considering a Career in the Mechanical Field"; "If You Are Considering Costume Design"; "If You Are Considering Retailing," and so forth, according to courses offered by the Institute.

[22] "N. Y. A. Youth Placement," by Mary H. S. Hayes, *Occupations,* the Vocational Guidance Magazine, XVI, No. 8, May, 1938.

Agencies concerned with the guidance of special groups may prepare manuals of instruction and bibliographies affording a background for dealing with their particular problems.[22a] The National Urban League publishes a monthly magazine called *Opportunity,* the Journal of Negro Life; another group publishes monthly *The National Educational Outlook Among Negroes.*[22b]

Radio Programs and Script.[23]

The United States Office of Education, and the various State Departments of Education periodically cooperate in presenting radio programs bearing on educational or vocational information.

Both the Columbia Broadcasting System[24] and the National Broadcasting Company[25] give many programs directly or indirectly concerned with information about occupations. Both have sought the cooperation of the National Vocational Guidance Association. Under the sponsorship of the American Council on Radio in Education, the American School of the Air of the Columbia Broadcasting System gave a series called "Planning Your Career." Some of these scripts are still available for classroom use or non-commercial broadcasting. This network also presented "Americans at Work" with the

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[22a] National Urban League. Ann Tanneyhill, Vocational Guidance Bibliography, 1940. Jewish Occupational Council. *A Bibliography for Jewish Vocational Agencies,* 1940.
National Youth Administration, Division of Negro Affairs. *The National Youth Administration Serves Negro Youth.*

[22b] The National Education Press, Inc.

[23] The Educational Radio Script Exchange, Federal Security Agency, U. S. Office of Education, Washington, D. C., will supply educational radio scripts on a loan basis for periods of three weeks upon request for non-commercial educational broadcasting. It also distributes publications on the techniques of broadcasting and education by radio. It serves as a central clearing house for all kinds of information pertaining to the field of educational radio. A Manual containing suggestions concerning the use of the recordings in the classroom and in special study groups is also available.

[24] Columbia Broadcasting System, 485 Madison Avenue, New York, N. Y.

[25] The National Broadcasting Company, R. C. A. Building, New York, N. Y.

editorial assistance of the Radio Committee of the National Vocational Guidance Association, through which some of the scripts are now obtainable in printed form. For 1940-41, "Americans at Work" was subsequently the title of a series of dramatizations on the production of vital commodities of the Americas and the lives of the workers engaged in producing these essential materials. There is available free of charge a teacher's manual describing these and other programs of the American School of the Air. The monthly publication "C. B. S. Student Guide" is an excellent index and review of educational and cultural programs on the Columbia network. A similar guide is issued by the National Broadcasting Company. At present N. B. C. is presenting with the cooperation of the National Vocational Guidance Association a program called "On Your Job."

Occupations, the Vocational Guidance Magazine, carries regularly a column on current vocational radio programs entitled "Vocational Guidance on the Air," prepared by the Radio Committee of the National Vocational Guidance Association.

Visual Materials.

Slides and film produced privately by business and industry are more often planned for commercial uses, such as advertising or employee training, than for the purposes of vocational guidance. These materials, however, are often very useful in supplementing field trips to industry and in illustrating industrial processes and conditions of work.

In one city, local industries through the local Association of Commerce [26] cooperated in making visual materials for the teaching of occupations in the schools.

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[26] "Local Industries Help Make Film Materials," by Harrison U. Wood, *Occupations,* The Vocational Guidance Magazine, XIX, December, 1940, pp. 180-183.

A committee of school and industrial representatives was appointed to work out and supervise procedures. This committee chose slides as the type of visual material most practical for them to prepare. A continuity was written by a committee of social science and industrial arts teachers, to accompany each set of materials, explaining every process and outlining requirements of workers in each type of job, number of workers employed locally, average number of openings per year, working conditions, machine operations, and other pertinent information. The technical aspects of the material were checked by representatives of the industries.

In Pittsburgh, Pa., a follow-up study[27] was made of high school graduates of one, three, and five-year classes. Present school pupils took part in the project. After the data were obtained, arrangements were made to photograph graduates of the various high schools on their jobs.[28] The resulting film was very popular and is favorably commented upon.[29]

The U. S. Office of Education issues a *Directory of United States Government Films*[30] giving a brief description of each film and the government department from which it may be obtained. Many of these films are on occupational life. State departments of education often have visual materials available for use in the schools, from which suitable selection can be made.

A growing interest is manifest in the selection and preparation of visual materials to be used in connection with the acquiring of educational and vocational informa-

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[27] Graham, B. G., and Cleland, H. L. "Pittsburgh Surveys Its Own," *Occupations,* the Vocational Guidance Magazine, XVII, No. 8, May, 1939.

[28] Cleland, H. L. "Follow-Up Survey Through Visual Aids," *Occupations,* the Vocational Guidance Magazine, XIX, No. 5, February, 1941.

[29] Ettinger, Clifford. Journal Business Education, October, 1940, p. 29.

[30] *Directory of United States Government Films.* Federal Security Agency, U. S. Office of Education, Washington, D. C., October, 1940.

tion. May Rogers Lane selected a series of slides to accompany her books *Vocations in Industry*.[31]

Various types of visual materials are constantly being produced, such as films, silent and sound, slides, stereographs, and film strips.[32] Film strips are shown separately like slides and may therefore be used as accompaniment of an oral presentation, with parts held up for examination and discussion. Stereographs are interesting because they depict the third dimension and may be used by individually interested pupils. Colored pictures give the impression of depth. Motion pictures usually show processes in sequence and thus are an aid to field trips which may not be in sequence. On the newer types of projectors, the film may be stopped at any point to allow discussion, giving it an advantage similar to film strips.

"Choosing Your Vocation" [33] is a lively one-reel sound-on-film picture depicting the experiences of a high school boy in his choice of vocation. Professor Harry D. Kitson acts as narrator. A valuable manual for teachers called *"Choosing a Vocation"* accompanies this film. A two-reel film of this nature is "Finding Your Life Work," [34] an excellent introductory film to a series of lessons on vocations. Each one of this series is accompanied by a *Teacher's Guide* giving synopsis, objectives, and questions for discussion. Films on vocations include "Radio and Television," "Automotive Service," "Journalism," "Woodworking," and others.

Occupations, the Vocational Guidance Magazine, carries bi-monthly a column entitled "Motion Pictures for Teaching Occupations."

[31] Vocations in Industry, Vol. I, II, and III. International Textbook Co., Scranton, Pa. Accompanying slides prepared by Keystone View Co., Meadville, Pa.

[32] The Society for Visual Education, Inc., 100 East Ohio Street, Chicago, Ill., announces a series of 42 film strips, "Picturols," dealing with occupations.

[33] Erpi Classroom Film, Inc., 35-11 35th Avenue, Long Island City, N. Y.

[34] Vocational Guidance Films, Inc., Old Colony Building, Des Moines, Iowa.

Gathering Information by Research.

A careful investigation of books and materials already available is a first step in the selection of materials. The second step is provision for research to keep information up to date, to supplement general facts with local application and specific information, and to study long time trends in occupations.

The preceding discussion of sources of information has dealt principally with the utilization of occupational information already available. The gathering and compiling of new materials from original sources is the function of occupational research and has an appropriate technique of its own.

The worker in occupational research needs an extensive background of economics, sociology, and psychology, as well as experience and training in the technique of gathering and interpreting information. Visits to business offices and industrial plants, interviews with workers and executives, literature search, and actual experience in the particular job or field of work under consideration are the usual means for acquiring information.

A person who observes details and writes well, and who can make an accurate survey of occupational opportunities may not have the facility and teaching background to present those opportunities in a class situation; on the other hand, the teacher who can skillfully use such materials may have neither the time nor the training to make detailed occupational studies. The class teacher should, however, have had enough industrial or business experience himself to be familiar with conditions and problems of employment, and he should know where to make contacts for specific information as he needs it. In some cities counselors are allowed some time each week, or some weeks each semester, to collect information regarding trends and opportunities in a specific field of work.

Even if the classroom teacher or counselor is not a trained research expert, this contact will itself be invaluable in giving vitality and reality to classwork, and in enlarging community contacts.

Teachers of classes in occupations also need to direct their pupils in interviews with workers, on trips to industrial plants, and in making other contacts which furnish information and experiences to supplement class work. The research value of data so obtained by pupils under teacher-guidance is not nearly so important as the techniques acquired in making these contacts and in collecting and evaluating this information.

Uniformity of Approach and Unification of Materials.

Through the efforts of the Occupational Research Section of the National Vocational Guidance Association, a standardization of practices and a sharing of research efforts have been effected. In most respects the work of a machinist in San Francisco is not unlike that of a machinist in New York City so far as the nature of the work is concerned. Conditions of work and scale of wages may differ somewhat, but the work will be essentially the same. For this reason widely separated communities may cooperate in the making of a study. Standard outlines of topics, and forms [35] for the collection of data, have been adopted. Cities cooperating in the study collect these data from their local concerns. The data from all parts of the country are then compiled and edited by the director of the research project. By this plan of cooperating, a study can be made which is much wider in scope and application than could be produced by a single local community. Facts of distinctly local

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[35] Standard forms for occupational research are published in the Appendix (pp. 355-374) of the White House Conference Report on Vocational Guidance.

nature, such as local labor regulations, prevalent wage scales, and other information which might be affected by local conditions, can readily be added to the general study. Two such cooperative studies have been produced.[36]

A Basic Outline.[37]

The following outline was prepared by the Occupational Research Section of the National Vocational Guidance Association.

CONTENT OF A GOOD OCCUPATIONAL MONOGRAPH—THE BASIC OUTLINE

Revised 1940 by the Occupational Research Section of the National Vocational Guidance Association, Inc.

I History of the Occupation

II Importance of the Occupation and its Relation to Society

III Number of Workers Engaged in Occupation (Give source, data, and area covered by figures used.)

- A. Total number engaged in occupation
- B. Total males under 18, over 18
- C. Total females under 18, over 18
- D. Number of other significant groups, *e.g.,* Negroes and others

IV Need for Workers—Trends (Note increase or decrease in number of workers in relation to population and other occupations. Note whether there is an over or undersupply of workers and explain. Note principal centers where undersupply or oversupply is especially outstanding. Summarize important trends that will affect number of workers.)

V Duties

- A. Specific tasks performed by workers in each occupation; divisions of the work; other occupations with which this

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[36] *The Printing Trades and Their Workers,* by Florence E. Clark, and *Occupations in Retail Stores,* by Dorothea DeSchweinitz.

[37] Printed in *Occupations,* the Vocational Guidance Magazine, October, 1940, pp. 20-23. (Used by permission.)

work may be combined; nature of the work; tools, machines, and materials used in the performance of the work.

B. Definition of occupation

1. As given in the law (*e.g.,* in licensing legislation for barbers, undertakers, architects, etc.)

2. As determined by an official organization (union, professional association)

3. Carefully formulated definition acceptable to those in the occupation (The definition may be found in the *Directory of Occupational Titles,* Superintendent of Documents, Washington, D. C., 1940.)

VI QUALIFICATIONS

A. Sex (Opportunities for both sexes. Mention restrictions on married women if any.)

B. Age (State what age, if any, is required for entrance, for retirement; age qualifications preferred by employers.)

C. Race or nationality (Restrictions regarding employment of special races or nationalities.)

D. Other qualifications (Include special physical, mental, social and moral qualifications. Do not include qualifications that obviously are necessary for success in any type of work. Give any information about the use of tests for employment or selection.)

E. Special skills (Special skills essential to performance on the job.)

F. Special tools or equipment (Any special tools or equipment essential for the performance of the job which must be supplied by the worker.)

G. Legislation affecting occupation (Any laws regulating occupation. State if a license or certificate is necessary.)

VII PREPARATION

A. General education

1. Necessary (State definite amount of general education that is absolutely necessary for successful performance of duties.)

2. Desirable (State amount of general education that is desirable and whether there are any special courses of value.)

B. Special training (Include probable cost of training.)
   1. Necessary (State definite amount of special training that is absolutely necessary for successful performance of duties.)
   2. Desirable (State amount of special training that is desirable and note special courses of value.)
   3. Training Centers
      a. Schools offering special training (List special schools preparing for this occupation—local and elsewhere.)
      b. Training on the job (Cite special plans for training on the job—apprenticeship system, classes in the plant, etc.)
      c. Others (Cite any other type of training possible.)

C. Experience
   1. Necessary (State definite experience necessary before entering this occupation. Related experience on other types of jobs.)
   2. Desirable (State type of experience desirable before entering this occupation.)

VIII METHODS OF ENTERING (Give any specific ways of entering occupation, such as Civil Service Examination, etc.)

A. Use of special employment agencies (List names of agencies which specialize in placing workers.)

IX LENGTH OF TIME BEFORE SKILL IS ATTAINED (Include special regulations regarding union or other apprentice rules. Instruction may cover a period of one week to three months. How soon is the maximum rate of pay reached?)

X ADVANCEMENT

A. Line of promotion (The jobs from which and to which the worker may be promoted.)

B. Opportunity for advancement (State difficulty or certainty of promotion and on what promotion depends.)

XI RELATED OCCUPATIONS TO WHICH JOB MAY LEAD

XII EARNINGS (Include statements of deductions for uniforms, equipment, etc., and additions because of tips, commissions, etc.)

A. Beginning (Wage or range of wages received by beginners.)

B. Most common (Wage or range of wages received by largest number of workers.)

C. Maximum (Wage or range of wages received by most highly skilled workers. Give information per hour, month, or year, according to common method of payment. Reduce to weekly rate; state number of scheduled hours per week, *e.g.*, "based on 44-hour week." Yearly —life earnings, pensions, unemployment compensation, regulation of union, of laws. Indicate whether worker would normally receive benefits of Social Security Act.)

D. Regulations—Laws, Labor Board, union, etc.

XIII HOURS

A. Daily

B. Weekly

C. Overtime (Give frequency.)

Young people, in studying occupations, learn to interview workers and to gather up-to-date information which may be presented for class discussion. Pupils should have at hand an outline of pertinent points to keep in mind in talking with workers, and should realize the importance of tact, courtesy, and respect for the worker's time.[38]

The blank on "Requirements of the Occupation"[39] can be used by students investigating occupations that interest them personally. All occupations represented in the group may be summarized on the "Master Chart."

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[38] Professor John M. Brewer has given some very helpful suggestions for planning visits to industries. Lincoln, M. E., and Brewer, J. M. *How to Teach Occupations,* A Manual for Teachers to accompany Brewer's *Occupations.* (See Appendix A, p. 271.)

[39] Appendix A, p. 284.

It is interesting to note that the blank "Qualifications of the Individual"[40] corresponds part for part with that of the "Requirements of the Occupation," so that they can be compared item by item. It is then possible to express this correspondence by an "Index of Congruence" or by a similar device.

A well-planned trip will give a more vivid idea of working conditions than can be gained through classroom discussion, and even visual materials cannot depict the noise, hurry, dust, and odors accompanying many industrial processes.

The value of local educational and occupational surveys is increasingly realized. The Occupational Information and Guidance Service of the Office of Education plans to collect types of local surveys and to make them available as adaptable patterns for other communities.[40a]

Vocational, Occupational, and Job Analyses.

Professor Harry D. Kitson[41] makes a very clear distinction between the analysis of a field of work, such as agriculture; of an occupation within a field, such as fruit growing; and of the operations involved in a particular job, such as grafting. According to this distinction, a research study may be a vocational survey covering a group of similar occupations, as, for example, a survey of a department store as a whole; it may be a study of a single occupation, such as the work of the advertising manager of a store; or it may be a study of the component operations of a single job, as that of cashier, from which study a set of job specifications, or a job analysis, may be derived.

In an article in the *Encyclopedia Britannica* on Job

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[40] Appendix A, p. 281; 289 ff.

[40a] See Plan 7, Appendix B.

[41] Kitson, Harry D. *The Psychology of Vocational Adjustment.*

Analysis,[42] Professor Kitson states in regard to the making of such studies:

> Analysis should be made from a number of points of view. Especially is this necessary when made for the purpose of drawing up job specifications or qualifications that must be possessed by the worker. Economic questions should be answered, such as how much money may be earned, how the demand for workers fluctuates, etc. From the physical point of view the analysis should specify the movements that the worker makes, the weights to be lifted, and the like. Physiological data should be gathered showing such things as preferable age, height, sensory acuity, and also liability to accident or to occupational disease. The psychological phase of the analysis involves a statement of the mental processes involved in the work, the degree of intelligence required, amount and kind of education, and temperamental requirements. From the sociological point of view, enquiry should be directed toward the class of workers engaged in the occupation, their nationality, family status, etc. Thus true analysis requires and results in a complete view of occupational activity.

Preparing Materials for Use.

The essential purpose of occupational research is to gather up-to-date information and to put it into immediately usable form before it becomes out of date. Hence the majority of research studies appear in the form of pamphlets which are quickly and economically issued. Census data and statistical studies prepared by the government, showing distribution of workers and occupational trends, are often published in bulletin form. The material obtained from the survey of a field of work in which the essential facts do not change much from year to year, may assume book form.

The use to be made of occupational information

[42] *Procedure* (p. 78). Citation by permission of the publishers of the *Encyclopedia Britannica*.

determines the selection of materials and the form of presentation. For their own background, counselors and teachers of occupations classes can use detailed and rather technical information. Such studies may be of very considerable length and contain statistical data, charts, and tables. But these materials would need to be simplified and written in interesting style in order to appeal to young people. Leaflets of from two to four pages giving the main facts about an occupation and a list of references from which to obtain further information offer a convenient format to place in the hands of young people or parents. This type of leaflet can often be extracted from the longer and more detailed studies which often survey a whole field of work and include job analyses of specific occupations within this field.[43]

Users of Occupational Information.

The preceding discussion has been confined chiefly to the gathering and use of occupational information in schools as it may be pursued by pupils, teachers of classes in occupations, homeroom and subject teachers, deans, counselors, and placement workers. The school through its curriculum and activities has the means to present educational and occupational information in an organized way. Since material presented to groups must necessarily be of a general nature, textbooks and research studies of wide scope must cover the general aspects of occupational life. These general materials need to be supplemented by application to local conditions through contacts with local situations.

After class discussion, it is natural that individual pupils should seek further information regarding occupations of special interest to them. The counselor should be able to furnish this information through books,

[43] For discussion of, and forms for, long and short reports, see White House Conference Report on Vocational Guidance, pp. 93-95; 355-361.

pamphlets, and articles on specific occupations, bulletins, contacts with workers, and other means for obtaining information. The school and public librarians will also help to make further information available.

Information taken home by pupils, and school contacts with parents through home visits or conferences at school, help to enlighten parents on present-day opportunities and requirements. Educational radio programs can aid in this process of family education.

Social service organizations, such as the Young Women's Christian Association, Young Men's Christian Association, Young Men's and Young Women's Hebrew Associations, Urban League, Knights of Columbus and other agencies use occupational information in many of their club and activity programs, as well as in individual counsel. The "Find Yourself" [44] Week of the Y. M. C. A. is well known in many communities. During this week boys make an intensive study of occupations of special interest to them, with cooperation from local business and professional men who are interested in boys' problems. Some religious and social welfare groups offer regular classes for adults or for young people in need of some study of occupations, occupational problems, and job finding.

Service organizations such as Altrusa Clubs, Business and Professional Women's Clubs, Kiwanis, Lions, Rotary, and Zonta, both furnish and use occupational information. Individual members often grant interviews to pupils interested in their particular occupations, or speak to groups of students. Thus, through personal contact and preparation of pamphlets do these organizations help in spreading occupational information among young people.

Employment services use constantly in their contacts with youth and adults, information on industrial con-

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[44] Robinson, C. C. *Find Yourself Idea.*

ditions and opportunities and compile such data. This is true also of the National Youth Administration and other organizations working with people seeking such information.

A summary of the ways in which industry uses occupational information is presented in the following extract from the article on Job Analysis [45] previously referred to:

> Some indication of the fundamental part which job analysis can play will be furnished by this list of ends which have motivated the various analyses that have been made: elimination of waste motions; determining standard day's tasks; wage setting; figuring accurate costs; arranging grades and routes of promotion; inventing trade tests; establishing a curriculum for vocational education; determining methods of teaching vocational activities; securing a basis for choice of a vocation; securing job specifications for the selection of workers.

From this summary it will be evident that the school needs complete and accurate data regarding occupations for instructional and counseling purposes. Other organizations working with young people in cooperation with the schools, such as social service agencies, business and professional clubs, use such information in more informal ways. Industry utilizes job specifications in the employment and training of workers.

School Booklets and Educational Directories.[45a]

Frequently schools compile booklets giving information helpful to pupils: Rules and regulations; school personnel; school activities; curricular offerings; graduation requirements; and other items important in school adjustment.

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[45] *Encyclopedia Britannica,* pp. 78-79. (Citation by permission of the publishers.)

[45a] Such as: "After High School, What?" Baltimore Public Schools, Department of Guidance and Placement, Baltimore, Md. "How to Plan Your High School Course." Samuel J. Tilden, High School, Brooklyn, N. Y.

Outside-of-school agencies, too, may survey local educational facilities. Employment Services, National Youth Administration, social agencies, and others touching out-of-school youth use this type of material constantly and frequently are instrumental in obtaining and compiling it. The United States Office of Education compiles an *Educational Directory:*

Estimating the Value of Monographs and Pamphlets.

In considering the value and validity of textbooks, reference books, and pamphlets, it is well to have definite criteria in mind.

The Occupational Research Section of the National Vocational Guidance Association has prepared a comprehensive statement, giving standards as to methods of gathering data, comprehensiveness of content, recommended style and format.[46]

DISTINGUISHING MARKS OF A GOOD OCCUPATIONAL MONOGRAPH

PUBLISHERS' COMMITTEE

N.V.G.A. Occupational Research Section

To assist the large number of counselors and teachers to evaluate occupational material which is brought to their attention, the Occupational Research Section of the National Vocational Guidance Association has prepared "Criteria of a Good Occupational Study." The criteria will not always be identified in the same place in the various studies. For instance, material for the use of research workers will generally describe the techniques of the research in the body of the report. On the other hand, in a pamphlet prepared for the use of young people, the information regarding the techniques of the study may be found in notes to

[46] Reprinted from *Occupations,* the Vocational Guidance Magazine, for November, 1939. (Copyright, 1939.) Published by the National Vocational Guidance Association, 425 West 123rd Street, New York City. (Used by permission.)

teachers, in the introduction, or in the appendix. Somewhere, however, in all studies worthy of use, the counselor should be able to find evidence that the criteria listed below have been met.

Methods of Gathering Data

1. The study should state specifically what organization or groups sponsored the study. It should also state who gathered the material and give information about these persons such as their titles and occupations, their training and experience.

2. The study should indicate the date (year and, if necessary, the month) when the material was gathered.

3. The study should bear evidence of the methods used in gathering the material:

a. Library work performed

b. Number and location of the establishments visited in order that the reader may judge whether an adequate sampling has been made

c. Number and kinds of schools visited

d. Number and kinds of organizations investigated

e. Number of other persons interviewed (in many instances only their positions and not their identity will be revealed)

4. The study should show evidence that the findings have been validated or checked and should indicate the means by which the validation or checking has been accomplished such as referral in final draft to certain recognized authorities, or comparison with research studies bearing in part or in whole upon the study in process.

5. It is desirable also that the study indicate that it has been "tried out" on certain consumers of the type for whom it is intended.

Content of Study

6. The list of topics should be complete in order that a balanced picture of the occupation may be had; or an explanation given as to why certain facts have been omitted.*

* For the approved outline of the Occupational Research Section, *see*:

a. "The Coordination Plan," by Mary P. Corre, *Vocational Guidance Magazine*, IX (May, 1931), pp. 355-59.

b. White House Conference on Child Health and Protection, *Vocational Guidance*, Appendix F, pp. 355-61.

The section is at present making changes in this outline. The revised or new outline will be published after its approval by the Section.

7. Tabulated material.

a. If tabulated and graphic materials are embodied in the text, they should be accompanied by a well-integrated discussion, explaining and interpreting the facts revealed in the tables and graphs.

b. Tabulated material whether in the body of the text or in the appendix should be set up in proper form as to titles and headings, and should indicate from what source it has been derived.

8. Census data when used should be the latest available, should be well digested, and accurately interpreted.

9. The text or footnotes should indicate the source of quoted or paraphrased material whether taken from printed matter, conferences, or interviews.

10. Transitions between parts of the text should be such that interrelations are clearly seen and a complete picture of the occupation obtained.

11. Statements (including the title) should be specific and exact, not general and inaccurate. Qualifying words should be used to clarify meanings, not to embellish them and not to produce favorable or unfavorable attitudes.

12. The occupation should be presented in its social and economic setting, both national and local, and not as an isolated phenomenon in a vacuum.

Style and Format

13. The style should be clear, concise, and interesting, but not overly chatty. The vocabulary and manner of presentation should be adapted to the readers to whom the material is addressed.

14. The format should be pleasing and attractive; the typography, such as to invite reading.

15. A table of contents, which carries sub-headings as well as headings of chapters; an index if the study is long enough; and an annotated bibliography in accepted form, should be included.

16. Where material is republished there should be evidence either that the contents have been revised or that they have been merely reprinted. It is desirable that material be kept up-to-date and provision made for revision when the original publication is

Book	Pages	Agric.	Coml.	Mfg.	Prof.					P[illegible]es Occup.	Problems of workers	Train-ing	Topics
1	400	30	50	50	100					250	0	37 pp.	
2	500	30	25	30	20					300	40	45	
3	500	25	25	45	40					275	60	50	

Hypothetical Comparison of books 1, 2, and 3.

issued. To this purpose, mimeographed material in soft binding lends itself more easily than the printed page in hard binding.

The scientific approach should be manifest throughout: in the methods used in gathering the facts; in the unbiased, accurate presentation of what was discovered, whether favorable or unfavorable; in the obvious intent to serve, not special and limited interests, but the well-being of young people.

Evaluating Books.

The School Review[47] for March, 1930, contained an interesting article on "Evaluating Books on Vocational Guidance." The score card used by the authors in estimating the value of books on vocations which is reproduced in the Appendix A, p. 275, is applicable for a general estimate, but does not take into consideration the balance and proportion of subject matter in the content, which it would be necessary to consider in choosing a textbook.

In evaluating texts, the selection of topics, organization of materials, mechanical make-up of the book or pamphlet,

[47] *School Review*, University of Chicago, March, 1930. (Score card used by permission.)

teacher aids, interesting features, charts and illustrations, should be taken into consideration, but of course the most important consideration is well-balanced subject matter. In comparing books designed to be used as texts for survey courses, note space given to the survey of occupations; working conditions and problems of workers; education and training; and other topics. This comparison may be made by a chart or graph, showing topics and pages, or per cent of space given to each.

Methods of Filing Materials.

It is essential that bulletins, leaflets, catalogues, loose clippings, illustrative charts, and the many kinds of educational and occupational materials not in book form, be made accessible by means of an orderly filing system. A plan for this should be carefully worked out to meet the needs of each situation.

Customarily, an alphabetical file of occupations is used with a manila folder or envelope containing materials on each occupation in the file. A device called "U-File-M" [48] consists of gummed tabs into which clippings may be inserted and thus kept in order in the folder.

In using an alphabetical grouping, it is important to have an adequate list of occupational titles, such as is suggested in an issue of the periodical called *Basic Occupational Plans.*[49]

This issue also describes other classifications for filing, such as the Census Classification and the Parker Classification,[50] which utilize main headings and subdivisions.

Folders should be clearly marked or coded according to the plan of classification so that they may be readily filed.

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[48] "U-File-M" Binder Mfg. Company, Syracuse, N. Y.

[49] *Basic Occupational Plans,* published quarterly by Science Research Associates. First Quarter, 1939, pp. 9-14.

[50] Parker, Willard E. *Book About Jobs.* American Library Association, Chicago, 1936.

Classification by the government census grouping of workers is adhered to in the pamphlet *Directions for Making an Occupational File*.[51] Within the main census groups, subdivisions are made by type and place of employment, and within sub-groups, individual occupations are arranged alphabetically. This pamphlet is under revision by the Occupational Research Section of the National Vocational Guidance Association.

Many librarians and counselors have felt that the census classification does not group jobs adequately according to similarity of function. A number of these persons have considered the classification outlined by W. E. Parker, in *Book About Jobs,* more satisfactory for their purposes. Outlining what he considered to be the principal types of jobs, Mr. Parker has grouped them into twenty-nine general classifications, which can again be subdivided as filing need arises. An adaptation of this is explained in detail in the article "Filing Your Occupational Information." [52]

A bulletin issued by the New York State Department of Education explains this filing system as satisfactorily used by the Bureau of Guidance.[53]

The Occupational Information and Guidance Service of the United States Office of Education has prepared a bulletin [54] on its method of filing materials on vocational guidance which includes categories on occupational information, classes in occupations, and other pertinent topics.

Other helpful suggestions will be found in Allen's

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[51] *Directions for Making an Occupational File,* by May Rogers Lane. A pamphlet published by the International Textbook Company.

[52] "Filing Your Occupational Information," by Raymond Handville; *Occupations,* the Vocational Guidance Magazine, XVIII, November, 1939, pp. 101-104.

[53] *A Plan for Filing Unbound Occupational Information.* The University of the State of New York, The State Education Department, Bureau of Guidance, Albany, N. Y., 1939.

[54] Misc. 2310, *A Source File on Vocational Guidance,* by Marguerite W. Zapoleon, Specialist, Occupational Information and Guidance Service, U. S. Office of Education, Vocational Division, Washington, February, 1940.

Principles and Problems in Vocational Guidance, Chapter XLV, "A Filing List for Vocational Guidance."

Whatever system of filing is used, it is important to accompany this by a small card catalogue in which materials are briefly listed for ready reference. This card catalogue may include references to other materials not in the files. Cross references are usually essential.

Materials and references thus carefully filed, may be kept preferably in the counselor's office, or in the library, as a convenient source for pupils to investigate occupations of interest and for the preparation of class reports on special topics. Pupils and teachers should be encouraged to look for worthwhile articles in current magazines and newspapers and for bulletins from reliable sources. The bulletin board should continuously feature such new materials.

QUESTIONS FOR INVESTIGATION AND DISCUSSION

1. Read carefully and summarize a reference on methods of gathering and organizing occupational information.
2. Review one or more books suitable as texts for a pupil of an age that interests you. In making up your report on these texts, refer to the book report form, p. 113, and to the forms for evaluating textbooks, in Appendix A.
3. Select one of the books reviewed in question 2 that you consider most suitable, and write a statement to your principal or head of department giving your reasons for selecting this textbook for your pupils.
4. Browse through three or more books suitable for reference books. Report on each of these, using the book report form, p. 113.
5. Read one book on a specific vocational field or occupation that interests you. Criticise this from the standpoint of authority of the writer; source of the information, its accuracy and reliability; date of collecting materials and publication; organization, and interest of materials.

6. Select a story that has a vivid setting of some occupation. Does it give a glamorous or a true picture of work in this occupation?
7. Choose three or more occupational pamphlets. For variety, try to select one from a community having provision in its school system for occupational research; another from a state or federal agency; and one from a private industry, school, or bureau conducting occupational research. Keeping in mind the points mentioned in connection with this chapter, evaluate these pamphlets.
8. Work out an outline to be used as a guide in selecting and organizing occupational information. Refer to the outlines suggested in Appendices A and B and in textbooks, but do not copy any of these except such points as you may wish to adapt to your own outline.
9. Make a study of a specific occupation, gathering information from all available sources, such as observation, interview with one or more workers, review of literature. Organize this material according to the outline for the study of an occupation formulated in connection with the preceding question.
10. Conduct a study of some local industry, covering early history and development; importance in the community and elsewhere; types of jobs; beginning jobs for youth at different levels of skill; training facilities, such as apprenticeship; beginning and average wages; promotional policies; working conditions; present trends and future possibilities.
11. Interview a member of a service club, such as Business and Professional Women's Club, Kiwanis, Rotary, and so forth, to see what they are doing in the way of furnishing occupational information to young people and their means for doing so.
12. Consider with your local librarian the possibility of establishing a "Vocational Guidance" shelf. Select, from the Bibliography, books that you would recommend to her.
13. Start a clipping file of interesting bits of information regarding occupations and occupational problems. Organize these in usable form.

14. Investigate what has been done in your community in surveying vocational opportunities for young people. Perhaps a committee representing the local Board of Trade or Chamber of Commerce, employment managers, and others, might consider the feasibility and plan the details of such a survey.
15. Prepare a poster or bulletin board exhibit on occupational information. This may include announcements and reviews of new books, pictures, clippings, etc.

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CHAPTER V

Organizing for Group Study of Information

Typical Schools and Communities at Work.

Sylvan Grove is a community of 10,000 population, with a consolidated school consisting of elementary grades and a four-year high school. It draws its pupils from the small town of Sylvan Grove itself, and from the township, largely rural. The high school enrollment is about 500. The principal and teachers know all their pupils personally, and in most cases their brothers, sisters, and parents. As the school is progressive in its practice of correlating studies, occupational information is fused into the content of grade and high school subjects. The principal and the homeroom teachers counsel pupils as to work habits, social attitudes, and the formulation of educational and vocational plans. No teacher is allotted specific "free" time for counseling; individual interest in pupils is considered an indispensable part of the qualifications of every staff member.

In such a school as this, certain inevitable questions present problems to teachers. For example: How many of their graduates or school-leavers will remain in the locality and how many leave it? How can the school make diverse occupational futures real to young people who cannot conveniently visit distant factories and industries? Many members of the faculty may also acknowledge limited and inadequate information about various types of offerings even in the more accessible colleges and technical and professional schools. And what of those

students who will most need information about apprenticeships and other means of gaining initial job experience?

The community of *Roslynville* takes a vital interest in its schools and young people. There are many civic-minded organizations, among which are a Board of Trade, two men's service clubs, one women's service club, a Young Men's Christian Association Branch and a Young Women's Branch, just being organized. A member of the staff of a nearby State Employment Service spends two days a week in the town.

Roslynville is a moderate-sized community of 40,000, with a separate high school housing grades seven through twelve—a junior-senior high school. This, too, is a school permeated with continuous guidance activity, integrated throughout the grades and high school. A cumulative record system is in use, covering extra-class as well as class work interests, attitudes, health, home background, and developing plans. Here the teachers do not know parents and whole families as thoroughly as in Sylvan Grove. However, each homeroom teacher is expected, either through a home visit or a conference at school, to become acquainted with the parents of each of her pupils. The same homeroom teacher remains with one group throughout seventh, eighth, and ninth grades, and similarly another teacher throughout the tenth, eleventh, and twelfth grades. He or she is responsible for helping pupils with electing the right subjects each year, checking needs for readjustments, counseling as to report-card ratings and attitudes, and presenting through homeroom periods such educational information as her pupils need, to formulate their plans. In general, the homeroom sponsor is particularly expected to guide pupils toward cooperating in their relationships with each other, their teachers, and their classmates. In this school there is a school counselor who has a half day for individual counseling and the other half for teaching in the ninth

grade a survey course in occupations, required in this state as a part of the social science curriculum. The counselor does not have time for organized classes in educational and vocational information for pupils above the ninth grade, but has tried to help other teachers introduce such information as is relevant, through the regular channels of their courses of study. Each teacher also sponsors a club activity. The counselor and the principal together counsel pupils having special problems that the homeroom teachers may not have time or technical training to deal with. Meanwhile the pupils complain, however, that the course in occupations in the ninth grade is inadequate; that when they are older and could profit most by such a course, no opportunity for such study is offered in the senior high school; that information gained through school subjects is helpful but scattered and insufficient.

Martin City is an important industrial city of 100,000 population. Situated on a lake and not far from large farming and forest areas, it has within easy range a large number of occupations of many different types. There are separate junior high schools, and the high schools are separated also as to function, according to commercial, vocational, academic, and general types of training. Each grade teacher is taught to counsel her group. She also gives some group tests of intelligence to help her explore pupil abilities and judge whether each pupil is living up to his capacity in his school efforts, and in accord with his educational and vocational plans.

In each of the three different types of high schools, there is a counselor in charge of the guidance program. Together with a committee of teachers he allocates vocations to be studied in connection with certain subjects, helps collect materials for and work out lesson plans for these, and plans materials of less technical nature suitable to be presented by homeroom teachers. In each junior

and senior school, certain teachers who make the best pupil contacts and are the most interested, are given time on their schedules for teaching groups of pupils at the various grade levels educational, vocational, and other types of information pertinent to pupils at that time. These selected teachers are also allotted time for individual counseling of a certain group from entrance into high school until graduation. Group guidance, so-called, is given at least a period a week throughout junior and senior high school.

Through directed discussion the homeroom teachers also participate in the guidance program in this school. The objective of the discussions is the development of cooperative attitudes toward curricular and extracurricular work, toward fellow students and teachers.

A careful follow-up is made of students leaving or graduating from high school to go on for further education or work. These follow-up studies are used to aid in constructive criticism of the guidance program and to add new materials regarding occupational trends for the groups studying educational and vocational opportunities.

Here, too, in Martin City the community is progressive. It has a Chamber of Commerce that helps to furnish materials about occupations, including some films of local business and industries; it has numerous service clubs for both men and women, social welfare organizations, active parent-teacher organizations in the schools, and college and university clubs. There is also a radio station willing to give a generous amount of time to the schools, and a local university which through its extension department is interested in offering courses in guidance and personnel, and in related subjects helpful to teachers.

Although this would seem an ideal community for young and old, persistent problems nevertheless arise.

What types of guidance material may most suitably be presented through the homerooms? Is it better to give several teachers specific hours for teaching "guidance classes" and for counseling, or is it more efficient to use an equivalent amount of time and employ trained experts, full-time, rather than assign several teachers to this part-time work of teaching and counseling? As one principal expressed it, the fewer and better trained people he had, fully responsible for the instruction and counseling, the fewer mistakes would be made. Another principal replied that the more teachers given responsibilities in a guidance program, the more awake the school will be to a personnel point of view and the more generously will all give of their time, far beyond that allotted for this purpose.

Stop and outline in your own mind your own school and community situation before you read the ensuing suggestions. No one pattern for instruction and counsel in guidance can be set up to be followed uniformly. It is only as ideas are adapted to a particular situation that they become vital and effective in action.

Group Presentation of Common Problems.

One of the initial steps in the development of a guidance program is to provide for the acquisition of educational and vocational information at suitable stages in the pupil's development. This may be accomplished both through group and through individual means. The group method of instruction is carried on through homeroom groups, class meetings by grades, forums, regular school subjects, and separate classes for the particular study of guidance problems. A cross-section of common problems is thus discerned and group discussion can then be based on topics of interest and importance to the whole group.

[1] The basic purpose of group guidance is somewhat broader than merely supplying background information. It should portray common student problems and point to the information necessary to an understanding of them. When typical problems are presented impersonally, each one affected may see himself in perspective and in relation to these common human problems. Fair and constructive discussion paves the way to a more critical and personal self-analysis in the interview with the counselor. Group guidance should materially assist the pupil in the integration of his total school experience.

An effective discussion leader will see that exchanges of ideas and points of view are obtained, obviating the necessity of going over these points with each individual, and thus saving valuable time.

As well expressed by Hamrin and Erickson in *Guidance in the Secondary School*:[2]

> A group is an assemblage of individuals. Each individual brings to the group his own experiences, needs, interests, and abilities, and carries away from the group different reactions and suggestions from those he had when he came into the group. The group is a group largely in terms of administrative organization but is individual largely in terms of the assistance received by the members of the group.
>
> Group activities utilize the stimulation of the group. All pupils can learn from each other. In every social situation there is much stimulation which comes from group creativeness.
>
> More and more our life activities are becoming group activities. Increasingly emphasis needs to be placed upon assisting pupils to make successful adjustments to group situations.

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[1] National Society for the Study of Education, 37th Year Book, Part I. *Guidance in Educational Institutions.* This paragraph is adapted from Chapter IV: Counseling with Students, p. 135.

[2] Hamrin, S. A., and Erickson, C. E. *Guidance in the Secondary School.* D. Appleton-Century Co., 1939, pp. 152-153. (Used by permission.)

We are coming to believe that the significant unit for study is the individual in the group situation.

Objectives of Guidance Through Group Activities. Chapter I gave a thorough analysis of the objectives stated in units of instruction in educational and vocational information. The following statements make these general objectives more concrete:

Aiding Students in Self-Direction[3]

1. Growing awareness of problems of life adjustment and personality development.
2. Experience in problem-solving with respect to issues of both immediate and future concern involving choices, adjustments, and regimen of living.
3. Self-appraisal of abilities, interests, and needs for wholesome development and adjustment.
4. Investigation of worthwhile opportunities for learning experiences.
5. The formulation of goals and the projection of plans for the achieving of these goals.
6. Engaging in guided learning experiences of varied types necessary to achieve guidance objectives.
7. Evaluating the outcomes of varied experiences as a means of developing standards of value and a growing life philosophy.

The Purposes of Orientation[4]

1. To guide the student in becoming acquainted with the new institution in order that he may adjust himself happily in the new environment through participating effectively in its life, and that he may utilize its opportunities for furthering his growth.
2. To guide the student in a reconsideration of his goals

[3] National Society for the Study of Education, 37th Year Book, Part I: *Guidance in Educational Institutions.* Chap. V, Guidance Through Group Activities, by R. D. Allen and M. Bennett, 1938, p. 157.

[4] Ibid., Chap. VI: The Orientation of Students in Educational Institutions, by Margaret Bennett, pp. 176-177.

and purposes in relation to increased self-knowledge and in the perspective of his new opportunities for well-balanced growth.

3. To guide the student toward a growing awareness of the wider social scene and of his place therein.
4. To contribute to the development of increased skill in self-direction through improved skill in adjusting intelligently to the new environment and through experience in utilizing new opportunities.
5. To provide opportunities for school officials (administrators, guidance workers, and other teachers) to become better acquainted with new students and more aware of their growth needs, in order that the school environment may be made more responsive to these needs.

Methods of Organization for Group Study

Separate Class Instruction. Separate classes or discussion groups for the study of educational and vocational information seem to have many advantages over other forms of group presentation. Instruction in separate occupations classes, combined with such information as the homeroom and regular classes can present, is particularly desirable in senior high school. It is usually considered that a separate class for the study of such information places the subject matter on a par with other subject matter in the school curricula, and prevents its being thrust aside by the demands of the long-established, regular school work. These materials, especially on vocational information, are for the most part unfamiliar to the majority of teachers. Hence a lack of information, lack of interest, lack of skill, as well as lack of time, may tend to crowd out the material from an already overcrowded program. To offer it as a separate subject may more effectively insure its being taught by a qualified person interested in it. Inasmuch, also, as awareness of individual problems tends to grow out of group discus-

sions, it is desirable to select for the course a teacher suitably trained to do the counseling that inevitably follows effective class work.

It seems entirely unnecessary to differentiate the study of occupations into separate groups for boys and girls. On the contrary, since only a few occupations are closed to either, it seems well for them to consider together the requirements and problems of ocupational life, with provision for individual enrichment according to interests.

The time given to instruction in classes in educational and vocational information varies from once a week to five times a week during one or several terms. These classes may be found in school programs anywhere between the sixth and twelfth year, and also in early college programs. It is not usual to find a separate class for the study of occupations below the sixth grade, except possibly an over-age group, although some vocational information is quite generally introduced into the regular subject matter of the lower grades, especially in geography, science, and civics. In many schools, classes in educational and vocational information meet once or twice a week for a series of semesters; for example, during the seventh, eighth, and ninth grades of the junior high school and through some or all the grades of the senior high school. This plan is said to have an advantage in that it gives continuous contact with the child through formative years, thus affording opportunity to broaden his information and to guide his development. As a means for stimulating growth in information, such a plan may lack continuity. It is also possible that, with a week between classes, interest declines and fails to grip active attention to these important aspects of personal development. Pupils may feel that the so-called "major subjects" are of greater importance, whereas they need to realize that the study of occupational life should interpret and enrich the whole school program. Furthermore, on a once-a-week

bases the pupil-load for a teacher is so very heavy as to decrease chances for the individual contacts which are a vital part of the work. A class scheduled to meet two or three times a week may overcome some of these difficulties. Such a schedule gives continuity to the work, keeps up interest, allows the teacher to become better acquainted with the pupils, and the pupils with one another. A class meeting five times a week gives still more continuity to the work and affords opportunity to carry through projects. If, however, the class meets five times a week but for only one semester, there is an abrupt cessation of opportunities for long continued contact while the child's interests are growing and developing. Some schools make definite provision for such contact through a class scheduled further on in the school program—for example, in the eleventh grade, when pupils have reached greater maturity and are faced with new problems to decide and new plans to formulate.

As for "graduation credits," some courses in educational and vocational information are given for credit, while others are not. In general, it would seem that to give credit to the work strengthens the pupils' appreciation of its value in relation to other school subjects. The omission of credit for classes is, however, sometimes thought advisable. The advantage of such omission is that the work is more likely to be conducted on an informal conference or forum basis, time being generously allowed for discussion of current issues as they arise. On the whole, however, particularly with classes meeting five times a week, it seems advisable to give credit on the same basis as for any other subject, as long as the point system does prevail.

Units in the Social Studies on Occupational Life.

Chapter III discussed in connection with formulating units and courses of study, types of units that would fit

naturally into the social studies curriculum of the early grades and into such a course as "Vocational Civics" in ninth grade, including a survey of occupations and the factors involved in economic citizenship. In the senior high school, Economics, Problems of American Democracy, and other such courses, give similar opportunities. Group study and discussion guided by a competent person needs to be devoted thoroughly and not incidentally to these important matters at this time. There should be opportunity in connection with this intensive study for extended and carefully guided individual reading, reports, conferences with representative workers, with particular attention to training opportunities, local and otherwise. Suitable units in the social sciences, in other subjects, in homerooms, and perhaps in a separate class, as has been presented, will demand cooperative effort, unification of approach, and coordination of materials to be effective.

The Important Question.

It should be thoroughly understood that it is not so much the form of organization or means for introducing the study of occupational life that is of greatest importance, but that it *shall be introduced effectively* with proper consideration of the local set-up and point of view. This means that this study of occupational life must be an integrated, permeating part of the whole curriculum and carried on by fully qualified persons. Its final measure of effectiveness is, of course, the extent to which it arouses active interest in pupils, gives them contact with suitable information *when they need it,* guides the development of constructive attitudes, and unfolds in them an increasing ability for self-guidance and self-direction that will continue to function beyond any formal means for instruction along these lines.

The Teacher's Background.

To guide pupils in the acquisition of a broad background, a teacher must himself possess more than the usual breadth of training and experience. It is quite evident that he should have an uncommonly comprehensive view of occupational life. To gain this he should have had some work experience outside of schools. He should certainly have continuous contacts with workers in many occupations, such as would be found in Chambers of Commerce, service organizations, labor organizations, industrial establishments, and placement offices. Courses in industrial psychology, mental hygiene, personnel relations, economics, sociology, and labor problems would also help to give the teacher comprehension of occupational conditions and relationships.

Correlation with Other School Subjects.

One of the first means tried for imparting educational and vocational information in high school was through regular school subjects, such as English. The material outlined in Davis's[5] *Vocational and Moral Guidance,* describing work done in English classes, is characteristic. The introduction of relevant educational and vocational information through regular school subjects is desirable, even though separate study is also considered necessary, since they can be made to supplement each other. It has an opportunity for continuous contact.

Teachers of regular school subjects have usually a definite amount of subject matter to cover and cannot divert a disproportionate amount of time and attention to the giving of occupational information unless it fits naturally into the work as in some units of the social sciences. Some teachers may be unprepared to give occupational information that is accurate and unbiased, even

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[5] Davis, Jesse B. *Vocational and Moral Guidance,* Part I.

regarding occupations pertinent to their own subjects. It has been pointed out that individual counseling problems arise naturally out of group discussion. Classroom teachers cannot be expected to function as counselors specially trained to handle such problems as many of those pointed out in Chapter II, unless they have had special training.

There are, however, legitimate responsibilities of the subject teacher that have been summarized in the following suggested activities:[6]

1. Arouse interest and develop right attitudes.
2. Stress occupational information in the subject.
3. Arrange trial projects in the subject.
4. Encourage and develop special abilities.
5. Effect remedial instruction in subject handicaps.
6. Lead a club activity.
7. Cooperate with adviser and homeroom teachers.

Possibilities for the introduction of occupational information through regular school subjects are discussed further in Chapter VII.

Combined Program of Counseling and Teaching Classes.

"When the counselor is in charge of the group study, the interview can start with a background of mutual understandings and build upon these rather than start wastefully at the beginning and cover similar ground for every student." [7]

A simple plan of combining class work with counseling is as follows: Two counselors may so arrange their schedules that one of them is free to counsel with pupils

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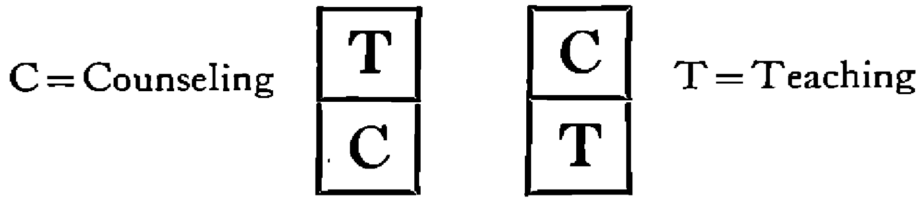
[6] The National Society for the Study of Education, 37th Year Book, Part I: *Guidance in Educational Institutions,* p. 124.

[7] National Society for the Study of Education. 37th Year Book, Part I: *Guidance in Educational Institutions.* Chap. V, Guidance Through Group Activities, by R. D. Allen and M. Bennett, 1938, p. 158.

and to meet parents while the other is teaching. This is represented graphically in the accompanying illustration.



In some schools the social science teachers offer the units on educational and occupational information. Frequently social science or other teachers are assigned to a particular grade from entrance until graduation, and are allowed a period or more a week for individual counseling to supplement their occupations classes. Counseling thus becomes a normal complement to teaching.

In another plan of organization, the counselors teach the units on educational and occupational information by taking the social science classes in rotating periods of several weeks each. This plan thus allows for group contacts and individual counsel as needed. It has an advantage in that the class work and the counseling are taken care of by a person properly trained for these functions of guidance.

Homogeneous Groups.

Homogeneous groups (for example, a homeroom composed of pupils of the same grade) give opportunities to sift out problems common to each group. School problems are mainly educational, but fundamentally they are vocational as well. The time allotment varies in schools from a period or two a week to a whole or part period each day. This may be continuous throughout junior and senior high school, and thus provide for greater continuity, especially when the same homeroom or core teacher sponsors a group from three to six years.

Guidance Objectives of the Homeroom.

Having studied various homeroom programs, Dr. Dunsmoor [8] formulates certain desirable objectives:

> The objectives of the homeroom should include specific intent to provide information, experiences, or counseling—the three requisites of effective guidance—in educational, citizenship, ethical, and home-membership problems. The objectives may also include provision for minor emphasis in vocational, leisure-time, and health guidance.
>
> Any homeroom program should include the following among its major objectives, plus such other local emphases as may seem desirable at the various grade levels:
>
> 1. To make suitable and continuous provision for the proper orientation of all pupils to the school.
> 2. To develop desirable civic and ethical attitudes in pupils and to provide opportunities for their practice in school situations.
> 3. To encourage worthy and intelligent leadership.
> 4. To establish desirable standards of living together in the homeroom, through the proper assumption of responsibilities and development of group loyalty by the pupils.

A Junior High School Home Room Committee formulated this concept of the homeroom.[9]

> Through the homeroom in Minneapolis junior high schools we hope to accomplish the following purposes:
>
> 1. To provide a school home for each pupil with all the opportunities for guidance, for understanding, and for the sharing of responsibility that the word home implies.

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[8] "Desirable Features of a Homeroom Guidance Program," by C. C. Dunsmoor, Director of Guidance, Records and Appraisal, Public Schools, New Rochelle, N. Y. Article in *Educational Method.* January, 1941.

[9] Selected from Bulletins Prepared by Junior High School Home Room Committee, Division of Instruction, Minneapolis Public Schools. Miss Barbara Wright, Supervisor of Counselors. (Used by permission.)

2. To aid in integrating the personality of each pupil.
3. To orient students to the curricular and extra-curricular activities of the school system.
4. To provide a basic unit for effective school administration.
5. To provide a unit for carrying on activities undertaken by the school as a whole, thereby stimulating desirable school spirit.

The homeroom teachers of the same school system evaluated the purposes of senior high school homerooms as follows:[10]

1. To afford an opportunity to know pupils well and to help them with their individual problems.
2. To provide a basic unit for effective school administration.
3. To provide practice in living together in a democratic manner.
4. To provide an opportunity for carrying on activities undertaken by the school as a whole, thereby stimulating desirable school spirit.
5. To provide a place for group discussion and teaching of fields not adequately provided for in the classroom.

Responsibilities of the Homeroom Teachers or Sponsors.

It is more common to find the homeroom teacher doing satisfactory educational guidance work than to find her guiding her group in the study of vocations. The findings of Dr. C. C. Dunsmoor's study of the homeroom programs of thirty-three selected junior high

[10] Selected from "The Home Room Teachers Evaluation of the Purposes of Senior High School Home Rooms," *1940 Adviser's Blue Booklet.* Division of Instruction, Minneapolis Public Schools. (Used by permission.)

schools considered representative of superior practice, show areas of responsibility.[11]

> The homeroom, as revealed by the analysis, has demonstrated its ability to make major contributions to guidance in the areas of civic responsibility, ethical character, home membership, and education; and minor contributions in the areas of health, leisure time, and vocation. In general, we may say that the homeroom is capable of providing all those guidance services which do not involve complex and extensive specialized training for their satisfactory execution.
>
> The homeroom and its services should thus become an important part of the educational program of every school at the junior and senior high school levels.

The homeroom teacher's task if she participates in the responsibilities of guiding group study along these lines, is expressed with a challenge in *Administering the Secondary School.*[11a]

> If the homeroom group is to be a real study and instructional group, accomplishing the learning that is expected in a course for which credits and marks are given, the teacher will have to rise to a new level in technique. He will not be able to induce the pupil to put forth an effort by holding over him the compulsions which too largely are employed as the means of motivation in regularly organized classes. He must employ a more intrinsic motivation; the activity of the group must be more informal, more largely pupil-initiated and pupil-controlled. This hints at the idealistic tone which should characterize all learning within the school. Any plan for solid instruction and learning within homeroom groups assumes that a more or less tradition-bound teach-

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[11] Selected from "Effective Homeroom Guidance," by Clarence C. Dunsmoor, Director of Guidance, Records, and Appraisal, Public Schools, New Rochelle, N. Y. *Education,* June, 1937. (Used by permission.)

[11a] Koos, L. V., Hughes, J. M., Hutson, P. W., Reavis, W. C. *Administering the Secondary School,* p. 204. Used by permission of American Book Company.

ing personnel can be raised to a new level in the technique of directing learning.

Dr. Richard D. Allen has illustrated inter-school relationships by a diagram,[12] indicating functions in guidance for which the principal, subject teacher, homeroom teacher, class adviser and counselor should each be responsible.

Pittsburgh outlines certain functions to be carried on continuously by homeroom teachers along with regularly scheduled group discussions by grades.

This plan shows the responsibilities[13] of homeroom teachers in helping new pupils and also indicates the cooperative relationship of the counselor to the school as a whole.

Constantly

Group Discussions[14]
Individual Interviews

A. Plan for orientation of new pupils regardless of
   1. Grade entered
   2. Date of entering

B. *Readjust* pupils because of
   1. Poor attendance
   2. Failure
   3. Personality conflicts
   4. Course adaptation
   5. Exceptional achievement

C. *Give attention* to
   1. Conduct (behavior)
   2. Manners (etiquette)
   3. Health

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[12] *Organization and Supervision of Guidance in Public Education,* by R. D. Allen. Chart entitled, "Screening the Guidance Functions," opposite, p. 118.

[13] Board of Public Education, Pittsburgh, Pa. (Used by permission.) From *A Suggested Plan in Practical Guidance for the Use of the Home Room Teachers.*

[14] See Appendix B, Plan 19.

4. Methods of study
5. Use of leisure time
6. Dress
7. Punctuality
8. Attendance
9. Other personal and social problems.

D. *Assist* in making mental hygiene function practically as well as theoretically.

E. *Visit* the homes of your Homeroom Group.

F. Work in close cooperation with the counselor.

(Items not listed in order of their importance.)

Effective Homeroom Organization.

We quote again from Dr. Dunsmoor:[15]

> Each homeroom should consist of pupils who are all from a given grade; of both boys and girls in approximately equal numbers; of pupils with varying degrees of ability, though the extreme ranges of pupil differences may well be avoided in any one group; and of pupils representing different curricula.
>
> In senior high schools, because of dropouts, failures, and administrative expediency, complete continuity can be achieved for only about seventy per cent of the students if this plan of assignment to homerooms by classes is used. It is thus suggested that rigid adherence to assignment by classes be ignored in senior high schools and that failing pupils be permitted to stay with their respective homeroom sponsors until they finish school, even though they may have fallen back a semester or grade in their class work.
>
> Homeroom sponsors should be very carefully selected wherever possible. Sponsors should be chosen from among that group who are able to enlist the interest and

[15] "Desirable Features of a Homeroom Guidance Program," by C. C. Dunsmoor, Director of Guidance, Records, and Appraisal, Public Schools, New Rochelle, N. Y. Article in *Educational Method,* January, 1941.

cooperation of pupils; who have such sympathy for and understanding of children as to be able to diagnose pupils' problems and help solve them; and who possess an attitude based on the desire to guide rather than direct, discipline, and compel, in their relationships with pupils. Regular meetings of the faculty under the leadership of the principal or guidance officers should do much to assist sponsors in developing these qualities.

Library Cooperation.[16]

In most school libraries we find evidence of increased interest in vocational guidance. Some libraries issue leaflets listing books on occupational information, including reliable fiction [17] as well as non-fiction. All libraries have the Readers Guide to Periodic Literature,[18] through which current articles may be located.

A shelf of books on vocations; a file of college catalogs; reading lists of books on various occupations, or of stories with an interesting occupational setting; technical books and magazines; the bulletin boards calling attention to current articles on vocations, folders and posters—all make the library indispensable for source material in the study of vocations.

In many states, the Department of Education maintains a library from which selections of books may be borrowed for periods of time, frequently for a whole semester. In some localities the county supports a traveling library supplying rural communities.

A plan for reaching, with library facilities, a large number of schools has been instituted in Cincinnati, Ohio:

"Three traveling libraries, serving 23 elementary schools, have recently been set up by the Occupational

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[16] Kitson, H. D., and Lingenfelter, M. R. "Vocational Guidance Through the Library."

[17] Lingenfelter, M. R. *Vocations in Fiction,* an annotated bibliography. Morgan, Vera E., *Vocations in Short Stories.*

[18] H. W. Wilson Co., 950-972 University Ave., New York, N. Y.

Research and Counseling Division of the Cincinnati Public Schools. Books, pamphlets, outlines, and pictures containing the latest occupational information have been assembled into three duplicate sets, each set being packed in boxes and sent on a circuit of eighth grade classes. New materials are added to each set as they are received. A class has the use of a library for a period of two weeks and may have it again after the library has completed its circuit. This arrangement enables a large number of schools to have available much occupational material, which, financially, any one school finds out of reach. The use of the libraries has aroused greater interest in the study of occupations on the part of teachers as well as of pupils."

Other Means of Presenting Educational and Vocational Information in the Regular Day Schools.

In some schools, assembly programs are used to present educational and vocational opportunities to pupils through speakers, radio programs, motion pictures on vocations, and the dramatization of scenes from the world of work. While these are not usually considered sufficient of themselves, they are interesting means of supplementing class work and other methods used for imparting information.

Clubs of various sorts offer rich opportunities to bring in supplementary study of vocations.[19] For example, a "Know Your City" Club, stimulates observation and study of local industries. Aviation, engineering, chemistry, commercial,[20] photography, and other clubs of vocational nature, give opportunities for valuable contacts and information. Dramatic clubs, debating clubs, ath-

[19] Kitson, Harry D. "Extra-Curricular Activities as a Means of Guidance," *Occupations,* the Vocational Guidance Magazine, May, 1926.

[20] Stevens, Russell D. "High School Commercial Occupations Club." *Occupations,* the Vocational Guidance Magazine, XIX, No. 3, December, 1940.

letic clubs, orchestra and glee clubs, give opportunity for try-out as well as for imparting occupational information.

In several schools the reporters for the school paper gather information on various occupations, and edit this either as a regularly featured news column on vocational opportunities, or as a special vocational issue once or twice a year. The school paper thus becomes a means for gathering and disseminating vocational information, as well as a means of try-out for journalism and related vocations.

Regularly scheduled visits to business and industrial plants are usually a part of group work in the study of vocations and of club work along these lines. Motion pictures of industrial processes have taken the place of trips to some extent, because of the convenience, the time-saving, and the opportunity for discussion which they afford. First-hand contact is, however, still held valuable because such contacts give glimpses of actual working conditions and may afford opportunities for interviews with workers.

Miscellaneous community groups are found to be interested in guidance problems and shedding light on them. Girl Reserves, Hi-Y boys, Y.W. clubs, Scout groups, and others may offer leadership in the supplementary study and discussion of these matters.

Group Instruction by Radio.

The radio is coming more and more to be utilized as a means for imparting educational and vocational information. Universities and public school systems often carry on courses of study by radio. One of the earliest of these was conducted by the Board of Education, Rochester, N. Y., "The Rochester School of the Air." Through this "School of the Air," educational information, and some related occupational information, was presented to elementary school pupils previous to their

selection of curricula and entrance into high schools. The radio presentation was accompanied by classroom discussion directed by teachers' bulletins and was followed up by visits of high school counselors to contributing elementary schools to answer individual questions and to give personal counsel. One expert in guidance can by such means direct the thinking of whole groups of pupils and teachers. In this way, a counselor can also serve several schools, working in cooperation with the radio broadcaster and the listening classroom teachers and pupils.

Local radio stations frequently give time to the schools, to branches of the State Employment Service, and to local branches of the National Vocational Guidance Association for presenting guidance materials. For example, the Iowa Vocational Guidance Association affiliated with the Iowa State Teachers Association cooperates with Station WOI in giving occupational broadcasts used by about three hundred Iowa high schools. The purpose is to stimulate more objective and thorough study of occupations in the smaller schools throughout the state. Hence, it may be seen that by means of radio, extensive group work in widely scattered schools is possible and the advantages of radio instruction for rural communities become evident.

Details as to utilizing radio for stimulating the study of educational and vocational information will be found in Chapter VI.

A Needed Investigation.

All of these means of giving information would seem to have a rightful place in a comprehensive plan for imparting vocational information. Some school administrators think the homeroom the most efficient and economical channel; others prefer the separate class for the study of occupations; still others prefer the social sciences

as vehicles for imparting educational and vocational information; many use a combination of means as supplementary to one another.

Again it should be emphasized that whatever plan of organization is considered best in a particular locality, it is but the vehicle through which to accomplish the objectives for the study of educational and vocational information. Variety in methods will arouse pupil interest and guide in transforming interest into action in order that group study may result in individual growth.

The development of programs of vocational guidance has reached a point where evaluation of achievement is essential for further development. Proper consideration of effective ways and means for the accomplishment of objectives is imperative. Such questions as the following are constantly arising in the minds of administrators:

> What is the essential function with which to start a program of educational and vocational guidance?
> Is educational and vocational information given through the homeroom and regular classes as effective as a separate class.
> Are classes meeting once a week as desirable as classes meeting more frequently? How can school time best be economized in such instruction?
> What material is suitable for inclusion in such courses, and what are the sources for such material?

While this study alone cannot give a final answer to all such questions as these, it will attempt to analyze the problem and to set up and apply suitable criteria. Consideration is also being given to sources of information, to suitable content of courses, to methods of instruction, and to criteria for measuring the attainment of essential objectives.

QUESTIONS FOR INVESTIGATION AND DISCUSSION

1. Outline, with application to your own situation in mind, the relative advantages and disadvantages of the following means for imparting educational and vocational information:
   (1) A separate class in the curriculum.
   (2) A unit introduced into the curriculum of the social sciences.
   (3) Instruction through the homeroom organization.
   (4) Lectures by various specialists in occupations and by representatives of various schools.
   (5) Visual materials and trips to business and industrial establishments.
2. Consider with reference to the same situation as in question 1:
   (1) A credit or non-credit course.
   (2) Most suitable grade or grades for such instruction.
   (3) Suitable number of periods a week to fit into your school program and to form an effective unit of instruction.
3. Debate: Resolved that the counselor should teach classes in occupations (*i.e.,* should have both group and individual contacts).
4. Discussion or debate: Resolved that no occupational information should be introduced through regular school subjects if there is a separate class for this purpose.
5. Statistical data derived from tests given at the beginning and again at the end of a certain period of time, have shown that a group of pupils not instructed in an occupations class gain some educational and occupational information. Although this gain is not so great as that for an instructed group it raises the question as to the feasibility of allowing the acquisition of all such information to come by chance rather than by organized instruction. Answer this question as you would if it were presented to you as an argument against organized group study of occupations.
6. Interview a member of a service club, such as Altrusa, Business and Professional Women's Club, Kiwanis, Lions, Rotary,

Zonta, etc., to see what they are doing as an organization in the way of furnishing occupational information to young people and their methods of gathering and imparting this information.

7. Interview representatives of social agencies, such as Young Men's and Young Women's Christian Associations, or other such organizations to find out what they are doing along the lines indicated in question 6.

8. Interview a representative of the local schools to find out the extent to which they are carrying on an organized program for imparting educational and vocational information.

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METHODS AND SUGGESTIONS
FOR
INSTRUCTORS AND GROUP LEADERS

(Chapters VI, VII, VIII)

CHAPTER VI

Varying Group Methods and Procedures

In dealing with the occupational plans of the young, we are necessarily dealing with future activities, some near at hand and some remote. To capture, stimulate and sustain interest in the study of occupations *beyond* as well as *within* a young person's present field of interest requires perception of need and stimulation of interest by the person conducting the group study.

Routine "recitations" will be as deadening here as elsewhere. Hence the purpose of this chapter is to aid teachers and group leaders in developing variety, versatility and resourcefulness, qualities indispensable in directing group activity. Suggested methods of procedure will be discussed, and many illustrative lesson plans offered. (Appendix B.)

It must be realized, however, that no one can furnish a creative teacher with lesson plans ready-made to use. Any plans are only suggestive of content and procedure. The individual teacher can make them his own through concrete experience, practical application, and personal contacts. To do this a teacher must be able to draw upon a rich interpretative background of information and experience, and exert initiative, ingenuity, and skill in adapting material as it relates to his own experience and that of his pupils. Only thus can stimulating and challenging lesson plans be evolved and carried out in action.

Neither the teacher nor the pupil can remember all the facts about thousands of occupations, nor is the

memorizing of a multiplicity of facts desirable. One of the main objectives for the organized study of occupations is, as stated previously, the development of a technique for obtaining and evaluating information about occupations, when and where it is needed. Situations should therefore be provided to foster occupational investigation on the part of the pupils; to allow the development of initiative; and to guide them in organizing and evaluating materials. These skills are of far more permanent value than the retention of unrelated facts regarding numerous occupations. If the teacher is resourceful, as well as well-informed, and familiar not only with ordinary methods of class procedure but with many interesting ways of varying it, he is prepared to catch and sustain interest. The need for his being resourceful in teaching methods is indicated in the following statement:[1]

> The class in educational and occupational information may be taught by methods similar to those used by good teachers of any other social study, such as geography or civics. Resourcefulness and versatility on the part of the teacher are more important than the use of any one method.

Preparing a Lesson Plan.

In considering methods of presenting educational and occupational information, the logical beginning is the development of a basic flexible lesson plan.[2] A topical outline such as the one following may be used for preparing a plan.

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[1] White House Conference on Child Health and Protection. *Vocational Guidance,* p. 153. (Used by permission.)

[2] Lane, May Rogers, *Manual* to accompany *Vocations in Industry,* "Outline for the Construction of Lesson Plans for the General Survey of Occupations," pp. 104-111.

OUTLINE FOR A LESSON PLAN

I. Approach and motivation

II. Statement of problem; specific aims; preliminary plans and assignment of material for study by pupils.

III. Content to be developed

IV. Procedure; provision for pupil activities

V. References, including suggested reading and visual or audio-visual aids.

The approach commonly used in the social studies seems to adapt itself especially well. Several excellent outlines are found in the Year Book, *The Social Studies Curriculum.*[3] Examining outlines used in Wilmington, Del., Minneapolis, Minn., Houston, Texas, and others, we find certain common elements that might be combined somewhat as follows:

I. The controlling theme: general objectives
   a. Major understanding
   b. Basic skills

II. Overview
   Relationship of ideas involved in the study of the unit.

III. Approach
   Possible ways of arousing interest

IV. Statement of problem
   Specific purposes or aims of lesson; preliminary plans and assignments.

V. Organized content
   Content and references for pupil
   Materials to be used
   Suggested problems.

VI. Procedure
   Suggested activities and learning situations (experiences to aid learning)
   Plans made by group; outline used by group as

[3] *The Social Studies Curriculum.* The 14th Year Book, Department of Superintendence, 1936, pp. 108; 125-126; 227; 255-258.

work is developed; questions and problems to guide investigations.

VII. Evaluation
  Pupils should grow in
  a. Understanding
  b. Information
  c. Technics

VIII. General bibliography
  References for the teacher

IX. Visual or audio-visual aids
  Motion pictures, slides, etc.
  Bulletin board
  Exhibit

X. Suggested integrations with other courses might also be added to the outline.

Although background outlines such as these may clarify thinking, the fact should be recognized that the same type of presentation must not be adhered to day after day in teaching. Inevitably, the continual use of any one set plan tends to make class work monotonous and dull. To illustrate one form of procedure, points from the shorter outline, page 177, will here be discussed briefly.

I. *Approach.* All the difference between a well-presented lesson eliciting alert attention from the group, and a stereotyped lesson without appeal, may hinge upon the approach. An illustration will make this clear. It may be that only one pupil in a group of forty is interested in farming as a vocation. To approach the study of agriculture from the angle of *agricultural opportunities* might therefore make little appeal, no matter how skillfully the lesson is taught. However, all workers, all citizens, are dependent on the farmer for sustenance. An approach through *appreciation of the farmer's problems* would probably, therefore, make greater appeal to the group as a whole.

Visual material is especially helpful at the outset in making vivid the occupational life that is being discussed. The General Electric Company's film, "The Yoke of the Past,"[4] is a portrayal of the emancipation of farm life from drudgery. It serves well as an introductory sketch leading up to a study of present-day conditions and problems in the agricultural worker's life. Two other films produced by the same company, "The King of the Rails" and "The Queen of the Waves," show the development of transportation, and offer fitting material for an introduction to the study of occupational trends in transportation. Such films might be used effectively in a lesson approach.

As a rule, stories, biography, incidents in the local community, current news, items on vocations, and case problems, provide some interesting and effective means of approach. Schutte in discussing the approach says:[4a]

> .....Some materials do not lend themselves well to certain approaches......Analyze the material carefully and use the approach best adapted to the problem in hand. .....When the pupil reaches high school he already has certain concepts, knowledges, attitudes, and ideals .....but it is dangerous to assume this.

In *Guidance for Youth,*[5] the study of forestry is introduced in this manner:

> Several years ago John Carwell fell heir to a thousand acres of valuable wooded land. Magnificent old oak and virgin pine trees covered it. Realizing that this property could be made a source of continual and increasing value, Mr. Carwell wrote to Jim Wilson, a man who had spent his life in the woods, and asked him to serve as his forester. Jim wrote back:

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[4] General Electric Company, Schenectady, N. Y.

[4a] Schutte, T. H. *Teaching the Social Studies on the Secondary School Level.* Prentice-Hall, Inc., 1938. Adapted from pp. 401-402.

[5] Davis, F. C., and Davis, B. C. *Guidance for Youth,* p. 66. (Used by permission.)

Dear Mr. Carwell:

I'm not sure I know just what being a forester means. Tell me what you want me to do, and I'll do it. If I can't do it all, I'll get somebody that can. If it needs more training and education than I've got, tell me that. I've got a boy just finishing high school, and he wants to be a first-class forester. If you can tell me how he ought to go about it to be one, I'd appreciate it. Can I teach him all he needs to know, or should he go off and study a year or two? I'd like to know, too, how much money a first-class forester gets, though that is the least important thing about it, if he loves the woods as I do.

Yours truly,
Jim Wilson.

........Write a letter to Jim Wilson answering all his questions.

Such a story can challenge the interest of the group, awaken it to the great work of conservation, and lead the pupils to consider critically the education and training needed for the various branches of the forestry service. The discussion could easily be guided to bring about understanding of the forester's duties and those of the forest ranger, and develop appreciation of fundamental contributions to society.

II. *Specific Aims: Preliminary Plans.* A definite statement of the purposes of a lesson clarifies the thinking of the teacher as well as of the pupils. In *Planning Your Future* the authors begin each unit with a statement of aims. For example, the unit on agriculture begins as follows:[6]

I. Your Aims in This Unit

1. To learn what occupations are included in the agriculture group and how dependent we are upon them.

[6] Myers, Little, and Robinson. *Planning Your Future*, p. 55. (Used by permission.)

2. To become better acquainted with a well-known occupation of this group—General farming.

Any lesson plan that does not include a similar statement of objectives is likely to lack definiteness of scope and purpose in the minds of the pupils.

Once the problem is clearly stated and interest is aroused, the group is ready for the statement of problems, development of questions to guide investigation, assignment of topics to look up and references to consult, and directions as to procedures in trying to solve the problems under consideration.

The point in a lesson development at which the assignment for the current day's lesson or for a group of lessons is given, depends, of course, upon the place at which such an assignment naturally fits in best. Primarily the assignment should be so carefully prepared that desirable activities will follow naturally at this stage, and be acceptable, challenging, and clear as to purpose.

III. *Content.* The important facts regarding an occupation, or group of occupations, or any related problem under consideration should be brought out in the body of the lesson. The teacher should have in mind an outline comprising these facts, even though their development in the group discussion may vary from the order in which they occur in the prepared outline of content. In this connection a definite, simple outline for the study of occupations will help pupils to cover important points, such as *the nature of the work, requirements and qualifications,* and *its advantages or disadvantages.* Classes or individual pupils may form their own outlines, consulting typical samples in standard texts.

IV. *Procedure.* Procedure may be varied by the use of visual materials, illustrative stories, dramatizations, radio broadcasts re-enacted or heard, and debate.

The lesson plans included in this book are submitted to amplify this discussion by illustrating some variations in procedure.

Needless to say, activities are particularly important for young people. They are an integral part of the lesson development. Text and reference books are usually written from a rather general viewpoint of occupational life; exercises and problems for pupil activity enable pupils to apply knowledge practically, and to see its local significance. It is increasingly apparent that young people need to be guided in the acquisition of up-to-date facts regarding our occupational life, rather than to be provided temporarily with a large amount of information that will soon be out of date and sooner forgotten. Pupils should be stimulated to watch for current information in print, in reliable films, and in conversations, and to keep in touch with local conditions through their own investigations.

V. References and Visual Aids. References on an occupational topic should include pertinent selections from reliable books, articles from current periodicals, pamphlets, and biography or fiction with authentic occupational background related to the topic. Accepted bibliographic procedure [7] should be followed in listing references.

Charts, films, and other visual or audio-visual materials used for presentation may be listed as a section of the references, or separately, as desired.

Variety of Techniques for Procedure with Groups.

There are fundamental principles underlying work with groups that are applicable whatever type of procedure is used, such as are emphasized in the section on "Suggested Methods and Materials in Group Guidance

[7] Allen. Edward Monington. *The Author's Handbook.* International Textbook Company, 1938, pp. 83-85.

Activities," of the 37th Year Book of the National Society for the Study of Education.[8]

1. An informal democratic atmosphere.
2. The importance of a problem-solving approach.
   Steps important in problem solving.
   a. Sensing needs and formulating problems of choices and adjustments in school and elsewhere.
   b. Learning where or how needed information or experience may be secured, and acquiring the understanding and skill needed to meet immediate problems.
   c. Formulating possible solutions suggested by available facts.
   d. Selecting from these the most probable solution for testing.
   e. Checking the effectiveness of the proposed solution.
   f. Accepting, rejecting, or modifying the solution on the basis of sound evidence.
3. A variety of techniques suggested.

With such principles as these for a basis, variations in lesson procedure may take some of the following forms, or may assume combinations of these. According to Schutte these methods or procedures may be classified under thirteen heads.[8a] Our discussion does not follow these heads exactly but the relationship in ideas will be clear.

Ordinary Recitation. The traditional recitation is customarily used by the teacher to question the group regarding work previously assigned for study, and hence too often consists of merely "giving back" to the teacher

[8] National Society for the Study of Education. 37th Year Book, Part I: *Guidance in Educational Institutions;* Chap. V, Suggested Methods and Materials in Group Guidance Activities, by R. D. Allen and M. E. Bennett. Pp. 164-171. (Used by permission.)

[8a] Schutte, T. H. *Teaching the Social Studies on the Secondary School Level.* Prentice-Hall, Inc., 1938, p. 325. (Used by permission.)

The methods or procedures of instruction employed in the secondary schools fall under about thirteen heads: oral; textbook; question and answer; topical; source; problem; project; individual; unit; thesis-response; supervised study; testing and examining, and the socialized procedure.

what the text states. Obviously this method has little if any value in developing the power to organize and evaluate materials. A better way, if this method is to be used, is to discuss questions with books open for reference. Then the teacher and the group together can consider problems, look up materials and discuss findings, meanwhile questioning and challenging each other and the text.

Informal Discussion. The subject matter dealt with in the study of occupations lends itself well to the informal discussion method. The advantages and disadvantages of various types of work, working conditions, problems of workers, changes in occupational life, adaptations of schools to meet the needs of society and of the individual are all topics on which exchange of ideas and points of view of pupils is essential. The pooled opinions growing out of such discussion are likely to be freed from much individual bias, and to be fundamentally acceptable to the group as a whole.

Cooperation in meeting common problems is one of the needs of modern society, and the informal discussion method gives opportunity for development of the ability to think and work together. It does not, if conducted rightly, subordinate individual opinion, but rather engenders respect for individual opinion and teaches each pupil to contribute his share to the group. Since it gives opportunity for the individual to see his own problems in relation to similar needs of other young people, its values are therefore both social and individual.

Development Lesson. A group beginning the study of occupations particularly needs this type of lesson, especially when the group is made up of immature children or slow pupils. Informal discussion is used to bring out the basic points and the work is outlined step by step as the development proceeds. The lesson plan [9]

[9] Plan 3, Appendix B.

on "Grouping Like Kinds of Workers" is suitable for such a development lesson. In it the steps from raw materials to finished product, selling, transporting, and so forth, are made as graphic as possible by means of a diagram on the blackboard, showing the interrelationship of workers.

Directed Study. There is scarcely a subject in the curriculum in which pupils will fail to benefit by guidance in directed study. Particularly at the beginning of the course, several class periods should be devoted to the following topics: methods of looking up materials, the use of a library, how to use indexes and tables of contents, evaluation and organization of facts, and methods of outlining oral and written reports. Topics selected from those considered important for occupational study may be used to demonstrate these procedures.

Teacher Contribution. If the teacher alone finds, organizes, and gives the information to his pupils, the real value of those materials to the pupil is seriously impaired, since one of the main objectives of the class in occupations is to teach pupils where to find and how to organize source materials independently. The teacher's place is chiefly to guide the pupils in their search for facts, to help them to organize and evaluate materials, and to add further interesting experiences or facts. Because of his own wider background, he should be able to interpret and enrich the material found in books and magazines through the pupils' independent investigations. If the lecture method is used at all, it should be confined to short interpretations of educational and vocational information, or to fields of knowledge especially familiar in the teacher's own vocational experience. Above all, it should enrich group knowledge of the topic under discussion.

Problems and Projects[10] *to Guide Study.* Local and nearby industries and business establishments may be studied to show types of occupations represented, relationships of workers, and the way in which all groups contribute to the social scheme. Pupils may gather illustrative materials, arrange exhibits showing processes and products, show other visual aids to accompany their reports, and dramatize scenes from offices and factory life.

It is possible to select a problem and base the whole term's work on it, or to build around it, as for example:

1. The study of a local department store, a public utility, a bank. This might be used to show how workers from all groups—professional, clerical, and others—are interrelated, and how they contribute to one another's welfare.

2. A study of occupations on the basis of *skills* required, showing how corresponding levels of skill occur in all occupational groups (Holbrook and McGregor, *Vocations and School,* pp. 14-25).

3. A study of occupations on the basis of the *education and training* demanded by them (Lyon, L. S., *Making a Living,* p. 594).

4. A survey (by a college-preparatory group) of professional and public service workers, showing that these are found in all occupational groups: the scientific expert, for example, in agriculture; the metallurgical engineer, assayer, and chemist, in mining; the production engineer, in manufacture; the business manager and the secretary, in business; the city manager, in public service; the hotel administrator, in domestic and personal service; traffic manager, in transportation.

5. A detailed study of occupational groups through the comparison of the working conditions, openings, and training demanded today, with those of fifty years ago. (Lyon, L. S., *Making a Living,* Chapters IV and V.)

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[10] See Plans 7 and 24, Appendix B.

The chief difficulty in basing a term's course of study upon one single problem is that pupils may grow tired of it, and hence it may not hold the pupils' interest throughout. However, if well worked out, it will tend to cut across subject barriers and unify pupil concepts.

Problem and project methods are often confused. The difference is made clear by Bining[10a] and amplified by Schutte:[10b]

> From a common sense point of view the term project in the social studies should be restricted to a pupil-planned, purposeful task accomplished in a real situation.
>
> The difference between a problem and a project: The project differs in that it demands a practical accomplishment in a real situation. The problem, on the other hand, emphasizes the mental conclusion that is drawn.
> —*Bining.*
>
> Problem: It provides excellent opportunity for training in thinking, in judgment, in evaluation, in comparison, in selection and choice of items, and in the organization of materials since information must be marshalled and directed toward the solution of a definite problem or toward the answering of a specific question.
>
> Project: The problem is solved more definitely on an intellectual or symbolic basis, while the project involves this and also partakes of a practical manipulative procedure in bringing about the final result.—*Schutte.*

Socialized Class Work.[11] The form of organization used for socialized class procedure is of the least importance. A student chairman and program committee or a more formal organization may be used, but the gist of socialized recitation or discussion is the sharing of

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[10a] Bining, A. C., and D. H. *The Teaching of the Social Studies in Secondary Schools.* McGraw-Hill Book Co., 1935.
Chapter V: The Project and the Problem Methods, pp. 99 and 103.

[10b] Schutte, T. H. *Teaching the Social Studies on the Secondary School Level.* Prentice-Hall, Inc., 1938. Pp. 347-350; 351-355.

[11] See Plan 6, Appendix B.

materials and experiences on the part of the class with a feeling of mutual responsibility. Dr. Lyman of the University of Chicago tells of visiting a class which was having a socialized recitation. All proceeded in the usual way until a certain boy was called on. The whole class leaned forward intently and Dr. Lyman wondered what was going to happen. When the boy began to speak, Dr. Lyman noticed that he stuttered. Yet the intense interest of the group and its feeling of responsibility gave the boy the necessary encouragement to get over the first embarrassing moment and to complete his contribution without hesitancy. In commenting on this Dr. Lyman said, "That is what I call a *socialized* recitation!" The spirit of socialized work is cooperative activity with a sharing of responsibility.

This point of view agrees with that expressed by Bining [11a] and Schutte:[11b]

> Socialized recitation may be better called socialized discussion.... According to one view any class session which exhibits group consciousness and the feeling of individual responsibility toward the group is a socialized recitation.—*Bining.*
>
> The informal socialized procedure should not be looked upon as a method of teaching. It should be involved in any method, whether that be lecture, problem, project, unit, or any other. So conceived, it is seen to be not a form of organization, but rather a pervading classroom atmosphere or spirit.
>
> The informal socialized procedure means, further, that the material handled in class should not be considered purely from a fact-finding academic viewpoint. So far as possible, it should be related to life in such a way as to challenge the emotions and desires, with a view to the

[11a] Bining, A. C., and D. H. *The Teaching of the Social Studies in Secondary Schools.* McGraw-Hill Book Co., 1935.
Chapter VII: The Socialized Recitation, p. 150.

[11b] Schutte, T. H. *Teaching the Social Studies on the Secondary School Level.* Prentice-Hall, Inc., 1938. Pp. 378-380.

> production of definite behavior patterns. Indeed, any vitalizing illustrations and materials or any type of discussion which adds to the clarification and reality of the subject being treated may serve as a socializing agent. The important thing is that school work be linked up with life and become actual social reality, rather than mere academic information.
>
> The socialized procedure must be thought of as extending beyond the classroom. It has to do with selection of material to be studied, as well as with class procedure. Indeed, this is one of its most vital functions. We repeat, then, that any adequate teaching process should be a socialized technique, no matter in what other category of method it may logically fall.
>
> —*Schutte.*

The socialized recitation can be used effectively only after the group has become accustomed to thinking and working together as a unit. There should be informal discussion periods of a socialized nature before the group is put on its own responsibility. For this reason, a review lesson is well adapted to the socialized recitation.

After pupils have been working on individual career projects, a summary lesson may well be planned, using a socialized procedure in which each pupil presents his tentative educational and vocational plans.

Visits to Business and Industry.[12] With a large group, it may be necessary to arrange for committees of pupils to visit different kinds of establishments, and report back to the group as a whole. As a rule the teacher should make contacts to arrange a visit. Through preliminary meetings with such committees, plans for transportation, permission from parents, suggestions on conduct, details for observation, and an outline for the cooperative report may be taken care of. Each visit planned should relate itself to group study. Visual aids

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[12] See "Visits to Plants," Appendix A.

furnished by the industry may help to enliven the report of the visiting committee. The chairman of the committee may lead the discussion following the committee report, and each committee member should be prepared to answer questions regarding his part of the report.

Before the close of the term each pupil in the group should have been a member of at least one visiting committee, unless the group is small enough to go together.

Visual Aids. Charts, graphs, pictures, films, both sound and silent, always furnish supplements to class work rather than adequate coverage of content in themselves. Unaccompanied by discussion, they can have but little lasting value. A film may be shown at the beginning of a discussion to create an interesting background and setting, or it may be used to clinch ideas and impressions gained from various sources. Many authorities on visual aids advocate showing a film once for the early overview of the field of work, and finally reshowing it for review and summary. Note-taking is of course encouraged, since modern films can be shown in partially lighted rooms. When notes are compared orally by the pupils, there is an opportunity to add material which individuals may have missed in the first or even in the final showing.

Too frequent and undiscriminating use of films may merely entertain young people but not result in any gain of techniques in acquiring occupational information and evaluating it. Rightly used, with note-taking and discussion, films can be used and are being used to motivate lively discussion. They not only illustrate relevant aspects of the field of work pictured, but they also serve to focus angles of the discussion. Definitely the class should see how the film or slides help to develop their knowledge of conditions, requirements, hazards, advantages, and disadvantages, as well as any impression, other than first-hand, can aid in this process. Through

the use of pertinent questions, known in advance and thoroughly covered after the showing, "visual aids" can be made most effective.

Interviews With Workers. Provision for pupils to interview workers in various fields should be a regular part of class activities. All such contacts with workers, young or old, should, of course, be made with due regard for the time and convenience of the person interviewed. Furthermore, pupils should be adequately prepared for differences of opinion among individuals. Pupils should realize, for example, that what is an advantage to one worker may seem a disadvantage to another. Hence young inquirers must learn to evaluate opinions biased in one direction or another, and gradually to form judgments as independently as they can.

Experienced business men and women, though full of their subject, may not always understand the purpose of interviews and discussions with young workers-in-the making. They may attempt to give personal counseling without adequate information about the pupil, instead of giving him ample but fairly objective information about the field of work and its demands. Information is what the student needs in order to make his own interpretation and possible decision, once the requirements and his own equipment have both been carefully studied.

Individual Reports. In order to awaken individual interest and to allow pupils to look up materials pertinent to themselves, as well as to give local application to general subject matter, individual studies on various topics may be made. These studies may in general follow the form of any standard outline for the study of occupations. However, in keeping to such an outline, care should be taken to prevent the students' reports from becoming stereotyped. Some reports may be the result of individual study, others may be the

product of the combined investigations of a committee. The materials may be organized in several ways for variety, as an oral topic or as a written report; in the form of a story or as a dramatization. In order to hold the interest of the group this individual type of work must not be overdone. A few brief reports a day, along with regular discussions will usually be enough. If the group is allowed to participate in the presentation of these reports, interest and attention can be more readily maintained. A committee of pupils may act as judges, one pupil to report on the interest of the material presented; another to judge the effectiveness of the mode of presentation; and a third to comment on the organization of the material. The teacher will probably have to be the final judge of the accuracy and general suitability of the material presented, although the entire group should be alert to these points. Some facts regarding occupations become out of date so quickly that pupils should be taught to regard books and reports critically, particularly such items as salary and working conditions, and to supplement their study by consulting reliable articles in current bulletins and magazines whenever possible.

Cooperative Reports.[13] Committee investigations and reports were touched upon in the preceding discussion of individual reports. An interesting way of presenting a group report is through the panel discussion, which tends to unify the material. Plan 6, "A Symposium on the Contributions of Science to Progress," in Appendix B, illustrates this type of procedure. It typifies also the socialized class procedure, which is essential to a cooperative recitation. A so-called "rotating plan"[13a] is an interesting way of handling such reports. A com-

[13] Holbrook, H., and McGregor, A. W. *Our World of Education,* "Steps in Preparing Committee Reports," p. 32.

[13a] Saul, J., and Boyle, J. "Rotating Plan for the Study of Occupations." Peabody Junior High School, Pittsburgh, Pa.; and Plan IV, Chap. VI, in 1937 edition of *Teaching About Vocational Life.*

mittee chairman is responsible for the reports of individual committee members, which are given in rotating order to cover the topics of an outline for the study of an occupation.

Extempore Talks. Since information about occupations is changing daily, pupils should be taught to watch for current articles in reliable magazines and newspapers. Information regarding inventions, new occupations, employment trends, shifts in occupational distribution, and newly established training facilities should be reported in class. It is well to set aside a few minutes at the beginning of the class period for current news items. The bulletin board[13b] should also be used to call attention to these. Such publications as *Vocational Trends,*[14] *Your Future,*[15] and *Occupations,* the Vocational Guidance Magazine, give helpful current information.

Visiting Speakers. As a rule, talks by invited speakers, if this method is used, should come after a group is well started in its work so that an apperceptive background has been built up. A brief survey of the world of work gives a basis for selection of speakers in accordance with major areas of interests developed in the group. In one such instance the class expressed its choices of topics, a program committee arranged for speakers, furnished the speakers with outlines of points to be covered in their talks, planned the round tables, took full responsibility for the conference. They later also sent notes of appreciation to the speakers. At the various tables were represented such diverse occupations as those of a locomotive engineer, a steamship captain, a physical education teacher, and a private secretary. Each speaker was allowed 20 minutes to present his field to his group and then the group was allowed 20 minutes

[13b] See Guidance Poster published monthly by Science Research Associates.
[14] Published monthly by Science Research Associates, Chicago.
[15] Published weekly by American Education Press, Columbus, Ohio.

for questions and discussion. These round tables were set up in the library. In other instances, rooms have been assigned to the representatives of various occupations or schools. Representatives of service organizations for men and women are glad to cooperate in these conferences, as are also alumni of the school when invited to discuss their occupational choices and training. "College Night" has become a popular occasion in many communities, and regularly appointed college representatives and local alumni combine to give pupils information about their respective institutions. Each representative holds a conference with an interested group of students and their parents.

Another type of talk is that of a pupil to a class or a home-room group. For example, a boy from the electrical shop might give a talk covering such points as why he chose this shop work, his beginning projects, the training needed, and opportunities in this line of work. Similarly, girls from the commercial and home economics classes might present information about their choice. Pupils who have left school may also be invited to talk to classes about their work, their apprenticeship in industry or other initial training. Time should always be allowed for the group to ask questions following the talks.

The following suggestion for speakers, prepared by the National Occupational Conference, are helpful.[16]

1. Select qualified worker to meet with and address the group. Explain to him that you wish a presentation of his field *as a vocation,* that you are not particularly interested in a description of industrial processes except where this description is necessary to accomplish the major purpose of the conference.

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[16] National Society for the Study of Education. 37th Year Book, Part I: *Guidance in Educational Institutions*, pp. 162-163. Material prepared by the National Occupational Conference. (Used by permission.)

2. Furnish each speaker with a suggested outline (Questions on vocational conditions such as can be supplied by the counselor or secured from any textbook on vocations).
3. Ask each speaker to distinguish between facts and his own opinions.
4. Limit the speaker to fifteen, twenty, or thirty minutes and allow an equal time for questions.
5. Caution the speaker that you wish him neither to oversell nor undersell his field, but to present it as objectively and impersonally as possible.
6. Wherever possible, have two or three speakers to discuss each occupation. They may appear several weeks apart if desirable. This will tend to minimize the danger of prejudiced presentations.

Debate. Another effective method of varying group discussion is through formal but not too formal debate. The pupils may have differing opinions, and rightly so, on such topics as: The large *versus* the small college; coordinate, coeducational, and separate schools for men and women; the comprehensive high school *versus* separate schools for trade, commerce, etc. If the members of the group take sides, work out essential arguments, and then elect two or three for each side as members of a debating team, a lively class period should result. Regular rules for debating and parliamentary procedure should be carefully followed.[16a]

Case or Story Method. The basis for this type of lesson is a story based on an actual situation and accompanied with leading questions for discussion. It is essential that the story or "case" selected shall not be merely entertaining but shall illustrate some fundamental principles to be illustrated through the discussion. One can hardly tell whether a story will adapt itself to discus-

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[16a] See Plan 11, "Professions Versus Trades," Appendix B.
McKown, H. C. *Activities in the Elementary School.* McGraw-Hill Book Co., 1938. "Debating," including Selected References, pp. 410-411.

sion until it is tried out with a group. The case given in Plan 18, Appendix B, has been tried out with groups with good results. Most of the cases in Plan 15 also have been used with groups.

The discussion on cases that might be used in the homeroom amplifies this section, and gives precautions and further suggestions concerning this method.[16b] Some books also give helpful instruction.[16c]

Games of Repetition for Drill. In the class in occupations there is little necessity for drill, since the emphasis is not upon detailed factual materials but upon the techniques for acquiring and utilizing information. Some facts basic for all pupils, such as points to be considered in studying an occupation, may well be impressed upon pupils by means of drill work, kept as close to games procedure as possible.

Dramatization. Dramatization is a popular method for varying procedure, and one of the most appealing methods of instruction. Because it lends reality, the play seems to impress upon the onlooking students, and upon the young players and writers as well, many points that would be entirely lost if presented in the ordinary factual discussion. Attitudes and principles stand out more clearly and impress their worth upon pupils more adequately through this means than through the use of less vivid teaching methods. Dramatization may be used, in a simple way, without demanding great talent for either writing or acting. Extemporaneous dramatizing of activities in occupational life, observed or read

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[16b] See Chapter III, pp. 88-92.

[16c] Bibliography, Section II, 3.

Brewer, and Others. *Case Studies in Educational and Vocational Guidance.* Introduction, pp. xv-xxiv.

Allen, R. D. *Case-Conference Problems in Group Guidance,* "Group Guidance by the Case-Conference Method," pp. 1-22.

about, arouses interest. Projects involving the writing and production of plays, if not too elaborate and time consuming, are creative experiences both in gathering occupational information and in presenting it in life-like form.

Types of Dramatizations.[16d] One of the simplest ways to begin to prepare materials for dramatization is by directing students in the dramatization (largely dialogue) of suitable stories. "The Story of Two Clerks" [17] is one that can easily be used in this way. By assigning parts in a dramatized version of this story, a very satisfactory production can be obtained. Many other stories illustrating scenes from the world of work may be adapted to either formal or extemporaneous presentation. Characters may be portrayed by pupils as the story is read; or, with a little preparation, the story can readily be rewritten in dramatized form by a committee of pupils. The book *Key$ and Cue$* [18] contains interesting playlets based on office happenings.

Among the first dramatizations used were those written to illustrate the fundamental principles of vocational guidance. The subject, "Choosing a Vocation," offers limitless possibilities for devising plays.[19] Such a play might depict a young person in the process of discovering his abilities, seeking information regarding occupa-

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[16d] Copies of some dozen scripts are available through the Educational Radio Script Exchange, U. S. Office of Education, Washington, D. C.

Two invaluable references on radio methods are *Radio and the Classroom* (collection of brief articles), National Education Association, Washington, D. C., and the book *Radio in the Classroom,* Margaret Harrison, Prentice-Hall, Inc., New York, 1937.

[17] Hill, H. C., and Lyman, R. L. *Reading and Living,* Book II, pp. 474-478.

[18] Findlay, B. A., and Findlay, E. B. *Key$ and Cue$.* Gregg Publishing Co., 1934.

[19] This idea was used for the skit that forms the story of Bill in the sound picture, "Choosing a Vocation." Erpi Classroom Films, Inc., 35-11 35th Ave., Long Island City, N. Y.

Vocational Guidance Films, Inc., Des Moines, Iowa, has a two-reel sound film on "Finding Your Life Work."

tions through a number of reliable sources, and finally securing training and placement in a suitable occupation.

Contrasting scenes might illustrate how young people frequently use faulty approaches to choose a vocation. Professor Kitson illustrates this very nicely in a story which could easily be dramatized.[20] In this story, Ben, a boy who has not had the advantage of authentic guidance, seeks advice from various false "guiders," a graphologist, a "character analyst," and even a fortune teller. The result is that Ben is more confused than ever after receiving the conflicting advice of these so-called experts and is saved from the consequences of false guidance only by the timely advice of a friend who directs him to a properly qualified counselor.

Slightly more difficult to prepare than the dramatized story is the original playlet. Simple, typical interviews always afford good examples of the kind of material which may be used as a playlet. Such situations as these may be dramatized: Interviews that might take place between a counselor and a pupil seeking occupational information or planning a course of study; between a worker and a youthful inquirer who is interested in the occupation of the worker; or between a parent and a child.[20a] A pointed dialogue, illustrating a sales clerk and a customer in a store may show the skill needed to deal with a difficult customer in a tactful manner. The work of a civil engineer might be illustrated by a skit which showed the engineer conferring with city officials regarding construction of a bridge to relieve traffic congestion.[21]

The playlet "Two Boys Inquire" [21a] was written

[20] Kitson, Harry D. *How to Find the Right Vocation,* pp. 5ff.

[20a] Plan 16, "Which Shall I Choose," Appendix B.

[21] This thought is brought out in the film lesson on the Engineer, for which a lesson plan was included in Chap. VI, Plan XXII, in first edition of this book, 1937.

[21a] Chapter VIII, Plan VIII, pp. 322-326, in 1937 edition, *Teaching About Vocational Life.*

from a real situation. The boys were taken by the counselor and teacher of occupations to an airport to interview an aviator with whom an appointment had been made. The counselor-teacher sat by during the interview and took notes on the conversation that ensued. Afterward, she wrote a dramatization of the interview, with the help of the boys and the aviator, who checked the material for accuracy and satisfactory phrasing. "A Librarian is Interviewed," Plan 9, Appendix B, dramatizes a similar interview with a worker.

Another type of situation interesting to dramatize is that of episodes from the biographies of successful men and women. Selections of great dramatic interest might be taken from thrilling incidents in Stefansson's life, and from the stories of Dr. Grenfell in *Tales of the Labrador* and other books regarding the work of pioneers in science, medicine, and other fields. The book, *Careers in the Making,*[22] gives selections from the lives of well-known characters, and suggests key situations to be chosen for dramatization. In most school libraries there is a wealth of biographical material to draw upon.

The great advantage of the dramatic approach is that it reveals attitudes in action. Materials designed to teach attitudes are difficult to present without causing pupils to feel bored and "preached at." Dramatization, through its projection of life, helps to prevent such a reaction. "The Story of Two Clerks," previously mentioned, illustrates the effect of different attitudes on the success of individuals. Another example of this sort of ethical instruction appears in the case problem in Plan 18, Appendix B. This lesson plan suggests that, in discussing the story with a class, interest and vividness may be added by having groups of pupils act out their proposed solutions of the problem. Discussion, previous to

[22] Logie, Iona R. *Careers in the Making.* New York: Harper and Brothers, 1935.

the dramatization, of such questions as suggested, will help to bring the entire group into participation in this project and encourage pupils, themselves, to pick out situations to dramatize.

Student Participation. Having the pupils write a play as well as produce it affords an excellent opportunity to motivate thinking. In most classes there are some pupils who are especially interested in writing and who will enjoy working on class plays and skits. A group studying occupations might elect a committee to write and produce a playlet in which the entire group will take part. A class in occupations at the Summer Demonstration School of Teachers College, Columbia University, so produced the dramatization "It Pays to Plan."[22a] A committee of pupils agreed on a plot to be used, then assigned scenes and parts to be written by individual class members, thus producing the play as a group project. One person, of course, had to edit the final copy and unify it. This playlet was written and produced without consuming a great deal of time and without elaborate stage properties. Another class developed a play depicting a radio broadcast from a "Station WORK." They made a microphone and set up the stage as in a broadcasting studio. The program given constituted a summary of the term's work. Various members of the class talked on occupations which they had investigated, giving up-to-date information on opportunities in these fields. Pupils interested in music as a vocation presented musical numbers and thus added variety to the program. Script for each talk was filed as given, and this constituted the class "Career Book."[23]

As finished productions, these plays may have left much to be desired, but the work of preparing them

[22a] Chapter VIII, Plan I, pp. 273-281, in 1937 edition, *Teaching About Vocational Life*.

[23] Smith and Blough. *Planning a Career*. "Career Book," pp. 411-418.

called for investigation, summation of knowledge, and actual practice in writing. The presentation itself gave opportunity for creative expression and cooperative experience. It was possible through these plays to present general information in several fields, and to lead young people to see the value of honest, respectable work, regardless of its nature if it serves a useful part in society.

To present such playlets as have been described usually takes about 20 minutes of a typical school period. In the remaining half of the time either the teacher or a student chairman may lead the discussion emerging from the theme, action, and incidental ideas revealed in the playlet.

Dramatization in Radio Programs. Those who listen critically to radio programs are well aware of the frequent use of dramatization in such programs. In education programs designed to teach as well as entertain, dramatization is an effective method. It may assume a very simple form such as informal discussion, or take on the elements of character, dramatic action, and theme found in plays of larger endeavor. As a welcome relief from the *speech* type of radio program, usually very tiresome to younger audiences, dramatic sketches interpolated with interview programs provide variety and stimulation. This was found true in the two most notable out-of-school series "Americans at Work" (CBS) and "On Your Job" (NBC) as well as in the 1940-41 version of "Americans at Work" incorporated into the American School of the Air (CBS).

Teaching by Radio: a Stimulant to Further Study. While incidental listening to well-planned, authentic programs often gives helpful information and useful ideas for action, it is of prime importance that teachers, counselors, and employers take part in planning programs to be broadcast especially for schools or other

educational agencies. In following such a series of radio programs, young people can be assisted in thinking through their own similar problems. Above all, they should derive from well-planned programs certain techniques for acquiring and evaluating occupational information that will serve them in good stead throughout their questing years.

If there is a local radio station willing to give time to the schools, faculty members may well accept this opportunity for School and Community education. Through a public address system in an individual school, the same program may be presented to many groups at the same time. A skillfully presented program prepared by specialists in guidance can stimulate interest and help many schools in their work. As a general rule, more effective results are gained when each group "listens in" separately in its own room rather than together with several grades in an assembly. A centralized set-up does not do away with effective direction by the teacher. For, unless the broadcast is preceded and followed by careful preparation and by follow-up leading to concrete activities, the radio lesson is of little lasting value. A teachers' bulletin or Manual of Directions for listening schools, helps the teacher to prepare her group for the broadcast. Definitions to be looked up, charts to be put on the board, questions to guide discussion before and after the broadcast, and suggestions for subsequent pupil activities are included in such bulletins.

In order to have the listening groups participate as actively as possible, it is a helpful teaching device for the cooperating broadcaster to ask the radio classes to number "by odds and evens"; for example, the teacher in the broadcasting studio, in beginning a series of lessons, may call upon the girls to stand and number by even numbers, allowing time for them to do so, and then upon the boys to take the odd numbers. This numbering device

enables the teacher in the studio to call upon a certain pupil. For instance, "Will pupil No. 5 in each room please go to the board to fill in the chart?" Such a system makes it possible for the unseen radio guide to form committees to investigate some topic by designating, let us say, pupils numbered 2, 9, 12, 27. Further, he knows that in so doing he is placing two boys and two girls on the committee. Harry A. Carpenter, Science Specialist for the Rochester School of the Air, has used the device of organizing his listeners into clubs. The secretary of each club keeps in touch with him and sends to him the best papers, questions and suggestions from the class. Some very profitable advice is thus received and used.

Moreover, pupils can often help to write the script for radio lessons, and this insures material and wording suitable to the listening classes.[26]

A group of pupils in the studio may discuss in a radio lesson the values of certain school subjects; or why people work; or workers who help each other;[27] or where and how to get information about occupations, or opportunities in various types of schools, and many other basic themes. Similarly, interviews with different kinds of workers,—a librarian [28] or an aviator, can be dramatized. Of course all this material to be presented must be carefully worked out, checked for accuracy, and exactly timed for presentation.

The Listening Classroom. At the "receiving" or "listening" end the teacher must also be alert to note accurately the directions given, to see that pupils called

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[26] The dialogue between father and son, entitled "Which Shall I Choose?", Plan 16, Appendix B, was written by a ninth grade boy for a radio or class lesson.

[27] The lessons on "Workers Who Help Each Other" and "Grouping Like Kinds of Workers," Plans 1 and 3, Appendix B, are easily adaptable for radio presentation.

[28] Plan 9, Appendix B.

on by number know their assignments, and to absorb the whole program herself in order to guide the discussion following and thus clinch important points. If she does not do this, only hazy impressions remain, and the program becomes not a lesson but an entertainment with little enduring value.

Effectiveness of Radio Teaching.[30] Classes instructed by radio frequently appear to be better informed than classes regularly instructed. Several reasons for this seem apparent, one of which is the presence in the studio of an expert teacher and specialist cooperating with the classroom teachers. The radio broadcaster *without* the classroom teachers would certainly not accomplish much, but the combination is excellent.

Added to stimulating presentation is the unusually alert attention of the pupils in the "listening" classes. This concentration of attention stimulates further questioning and discussion after the radio lesson itself is over.

Variety in mode of presentation of subject matter and especially careful preparation are other good reasons for the effectiveness of radio teaching. In what classroom does 15 minutes count so much? On the other hand, if teachers in general spent from 10 to 15 hours in preparation for each 15 minutes of classroom presentation, as is usual in radio work, and used such varied methods as radio teaching demands, perhaps every classroom could go on the air!

How the Home Profits. Parents also may profit by these radio lessons. Every station, every network, knows from the mail that parents listen in regularly. Educational opportunities, requirements of occupations, and other typical problems of youth help to keep parents

[30] A comprehensive reference on teaching by radio is: "The Art of Teaching By Radio," by Cline M. Koon, Bul. 1933, No. 4, Federal Security Agency, U. S. Office of Education.

well-informed on these points and therefore able to cooperate more intelligently with the school and with their children in the formulation of tentative educational and vocational plans.

Notebooks and Workbooks.[32] As individual activity, particularly for younger pupils, is essential to the learning process, summarizing of reports in notebooks and collecting pictures and articles are all valuable aids to class work.

As to the function of the workbook, Kelty[33] says:

> The specific function of the workbook is to furnish opportunities for practice in skills, and for application of general principles to specifics. It can profitably guide a child's procedure in the aspects of study which he can attack as an individual, but it has little to offer for the wide range of activities which should properly be group enterprises.

The series of books by Holbrook and McGregor emphasizes the use of notebooks and gives many interesting "scrapbook" suggestions at the end of each chapter. The accompanying workbook, *My Guidance Scrapbook,* is also helpful in this connection. Some workbooks are interspersed with information and supplementary references, and can be used as outline textbooks.[34]

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[32] Williams, R. J. "The Work Book in the Study of Occupations," in *Occupations,* the Vocational Guidance Magazine, XVII, No. 1, Oct., 1938.

[33] Kelty, Mary K. *Learning and Teaching History in the Middle Grades.* Ginn & Co., 1936. (Used by permission.)
"The Question of Workbooks," p. 56.

[34] Some other workbooks are:

Anderson, A. E., Irvine, P., and Pannell, H. C. *The World at Work.* New York: Prather Publishing Co., 1935.

Brockman, L. O. *Directed Reading and Study Book in Occupations.* Helena, Mont.: State Publishing Co., 1938.

Commonwealth Book Co. *Student's Self-Guidance Project.* Chicago, 1939.

Institute of Research. *Career Survey Manuel.* Chicago: The Institute for Research, 537 South Dearborn St., 1935.

Prosser, C. A., and Palmer, R. H. Practice Book on *Selecting an Occupation.* Bloomington, Ill.: McKnight and McKnight, 1936.

The value of these prepared workbooks, already printed so as to be filled in by pupils, depends somewhat upon the class as well as upon the course, and upon the suitability of the major part of the material included in the workbook to the particular course of study. Many classes prefer freedom for originality, which finds expression in making their own notebooks. Often this includes designing and making the covers as well as planning the interior. Thus the notebook may correlate the work of the art and English classes with the study of occupations.

Individualized "Contract"[35] *Procedure.* Adaptations of the Dalton Plan may be effectively used in developing pupil growth in information. A course of study worked out in the form of individual assignment sheets will allow leeway for individual differences, at the same time covering information needed in common.[36] In following such a plan, care must be taken to allow time frequently for exchange of ideas and points of view, since discussion forms one of the essential values of a socially valid course in educational and vocational information.

Again the ideas of Schutte[37] will be interesting in this connection:

> Individual Instruction: Fundamental idea—individual is assigned—by means of contracts arranged in outline, question or problem form—certain sections of the

[34] Some other workbooks are: (Continued)

Prosser, C. A., Practice Book on *Taking a Look at Yourself.* Bloomington, Ill.; McKnight and McKnight, 1937.

Teeter, Verl A. *Occupational Life*—A Work Guide for Students. New York: McGraw-Hill Book Co., 1937.

Thomas, H. P., and Partch, C. E. *Work Guide for the Study of Occupations.* Boston: Houghton Mifflin Co., 1936.

[35] See List of Contracts for Classes in Occupations, 1937 Edition, pp. 112-113.

[36] See Plan 13, Appendix B.

[37] Schutte, T. H. *Teaching the Social Studies on the Secondary School Level.* Prentice-Hall, Inc., 1938. Pp. 359-360; 346. (Used by permission.)

work to be covered and then proceeds on his own basis to make progress as best he can until the assignment is completed. . . .

Mr. Schutte says in discussing the source method that it may be expecting too much of high school pupils to work out from original sources, facts, knowledges, cause and effect relationships, guiding and working principles, concepts, theories, principles and viewpoints. He also points out, as a caution in the use of this method, that, in the social studies, and this applies to units on occupations, group discussion with its interplay of ideas is a fundamental element. Provision should always be made for supplementing individualized procedure with group discussion, drill, and some variety in procedure.

Criteria of a Good Teaching Unit.

It will be helpful to add here qualities of a good teaching unit as expressed by Harap.[38] These criteria are applicable to any method used.

Qualities of a good teaching unit. It should

(1) have a useful purpose;
(2) reproduce actual life situations as far as possible;
(3) utilize materials as they occur in life;
(4) involve a variety of direct sense experiences;
(5) provide a considerable amount of pupil activity;
(6) provide for some free, informal association of pupils;
(7) provide an opportunity for the pupil to originate, plan, and direct the activity, as far as possible;
(8) provide an opportunity for manipulative or bodily activity;
(9) be pleasant;
(10) provide opportunities to judge, choose, and evaluate;

[38] Harap, Henry. *The Technique of Curriculum Making.* New York: The Macmillan Co., 1928. Pp. 185-186. (Used by permission.)

(11) contain accurate information;

(12) be within the available time for the unit;

(13) be clear enough to make it possible for a new teacher to reproduce the experience;

(14) state clearly where materials may be obtained.

(15) When references are given, they should be complete and exact.

Some would call this a project.

A caution by Schutte[39] as to arranging materials will be found helpful also:

> Some subject matter can well be dealt with in the psychological order under problem, project, or unit organization. . . . Some material must be treated from the standpoint of logical organization.... To ruthlessly set aside the idea of logical organization of subject matter tends to produce a hodge-podge of scattered and unrelated ideas.

Uses of Tests. Many pupils before entering a class in occupations have already acquired considerable information. A pre-survey test will reveal the informational status of the various members of the class and help the teacher in planning a course of study. The results of such a test, when analyzed, will show weak spots in pupils' information, and topics needing stress.

It is often helpful to plan a short test for the beginning or the end of a class period as a check on information gained, and to point the way for correction and expansion of ideas.

As a class device, helpful tests arouse the pupils to greater interest and lead them to further study and observation.

Some teachers like to give a comprehensive test at the beginning of the term and to repeat the same test

[39] Schutte, T. H. *Teaching the Social Studies on the Secondary School Level.* Prentice-Hall, Inc., 1938. P. 381-382. (Used by permission.)

at the end of the term to evaluate gains in information. The Brewer and Lincoln *Educational and Vocational Information Tests* [40] were so used.

The pupil is stimulated by a sense of achievement at the end of the term, when the retest shows, by objective measurement, a distinct gain in information.

Vocational Information Test.[41]

As a basis for the content of a test, whether of educational or of vocational information, analysis should be made of courses of study, reference books, and textbooks containing such information. In the attempt to include as wide a range of occupations as possible among the test items, a list, derived from the Census data, of occupations employing 100,000 or more workers [42] will be found helpful, as will also the outlines of "America's 100 Major Occupations." [43] The test items selected may be arranged by topics and grouped according to content. Part I, for instance, of the Brewer and Lincoln [44] Vocational Information Test deals with facts of general nature, such as the reasons why people work, the importance of giving careful thought to the choice of a life work, the factors important to consider in making the choice, reliable means of obtaining information about occupations. Part II deals with groups of workers—in agriculture, trade, transportation, and other groups of occupations, and with the classification of workers into these groups. Part III is concerned with types of work done. Part IV deals with the education and training needed.

[40] See thesis, *Educational and Vocational Information,* by Mildred E. Lincoln, on file at Graduate School of Education, Harvard University, and Congressional Library, Washington, D. C.; also there are some results included in 1937 edition of *Teaching About Vocational Life,* Chapters IX, X, XI, XII.

[41] See Appendix A for further directions and sample exercises from the Vocational and Educational Information Tests.

[42] Brewer, John M. *Education as Guidance,* pp. 311-312.

[43] Science Research Associates, Chicago.

[44] C. H. Stoelting, Chicago, Illinois.

Part V presents personal qualifications essential for various types of work. As the teacher selects and arranges test items he may, if he likes, follow his own course of study. The advantage of a test arranged by parts is that it may either be used as a whole, or the part related to a lesson may be used and discussed as a topic is completed in class. The test as a whole might then be given as a review at the close of the period of instruction. A test thus used becomes a teaching device.

Educational Information Test.

Items for an Educational Information Test may be selected and arranged in the same manner as for the Vocational Information Test. Professor Brewer's Analysis of Skilled Activities Needed by the Student, in his *Education as Guidance* (pp. 144-147), is very suggestive.

Application of Tests.

Tests carefully constructed and checked as to reliability and validity can be used for experimental purposes as well as for a teaching device.

In general, such experimentation may be carried on by applying a test at the beginning, and again at the end of a period of instruction, to groups of pupils selected for the experiment. At the same time a control group of pupils who are not being instructed in this type of information should be given the test at the beginning and at the end of an equal period of time. The control group will probably show some gain in score, owing to practice in retaking the test, to memory, and to natural growth of the pupil's every-day knowledge. This normal gain has to be ascertained and allowed for in computing gain in score on the part of instructed groups. (See Note 40, preceding page).

Value of Objective Tests.

Objective data have another value besides those stated under "Uses of Tests" that should not be overlooked—their use in demonstrating to school administrators the value of group instruction. These tests, if scientifically constructed and applied, may indicate the most effective means of instruction and the most resultful time-unit for classes.

Carefully prepared and standardized tests of educational and vocational information are greatly needed. We should be progressing toward objective information tests that cover a wide range of subject matter and have high coefficients of reliability. Such tests should be applied to selected groups under varying conditions; for example, groups instructed through the homeroom may be compared with those instructed through regular classes—English, Social Science, and others—or through special classes in educational and vocational information held different numbers of times a week. Other variations in procedure, also, should be further investigated to determine which produce the best results. Inasmuch as school administrators are facing these problems with increasing interest and frequency, it is imperative that teachers cooperate in furnishing data which will convince others that group work is justified, and which will help in determining the most effective means or combination of means of organizing it.

This discussion has included only those outcomes that are to some extent measurable. Is it possible to find ways of evaluating attainment of less measurable objectives, such as the acquiring of a technique for self-guidance in obtaining educational and vocational information? the gain in respect for, and in appreciation of, socially useful work, and in proper attitudes toward work and workers?

Individual Counseling as a Measure of Effective Group Instruction.

A group studying educational and vocational information will cover in its course of study the problems likely to be common to all pupils. It will point the way to individual application, but must necessarily leave any specific personal question for individual attention outside of class. The natural outcome of group discussion is, therefore, individual counseling. Hence, the number of voluntary conferences requested after group presentation is an important measure of the effectiveness of group instruction in stimulating action.

It is also essential that the resultant educational and vocational plans formulated be in harmony with each individual's qualifications and probabilities for success. The "Index of Congruence" described briefly in Appendix A will be interesting to study and apply.[45]

Self-Appraisal Questionnaires As Indicative of Progress.

As a pupil extends his interests and develops his abilities, certain problems should find solution at each step of progress. For example, at a certain grade in each school system pupils must choose their elective subjects or curricula. At other times questions present themselves for consideration, even though no immediate decision is necessary. Such questions are often far-reaching in that they more or less directly involve a vocational objective. The decision which a pupil makes at such times may determine the harmony of his educational plans with his vocational objective. Because of the problems which arise as a pupil progresses, Self-Appraisal Questionnaires

[45] For more complete details than are included in this revision, see the 1937 edition of the text, *Teaching About Vocational Life;* and for original data and results, see the writer's Doctoral Thesis on file at the Graduate School of Education, Harvard University, and the Congressional Library, Washington, D. C.

were designed for each year of high school. The object of these questionnaires is not to gather data, but to indicate to the pupil certain definite questions about which he should be thinking. With his thought so directed he is likely to give more careful consideration to these problems at each stage of his development. The possible value of the questionnaires lies in the opportunity they afford for showing the need of continued guidance and for stimulating the unfoldment of plans.

These questionnaires are given in full in Appendix A.

Cooperation of Home and School.

Inasmuch as the cooperation of the home, the school, and the pupil is an essential basis for the formulation and success of a pupil's educational and vocational plans. Questionnaires for Parents have also been devised to cover certain topics in which parents should be interested. The purpose of these questionnaires is to stimulate interest and to promote discussion of these matters at home and at school.

QUESTIONS FOR INVESTIGATION AND DISCUSSION

1. Write an introductory lesson for a course in occupations with a group that has never had any of this work before.
   (Indicate grade of pupils for which this lesson is prepared and give some idea of the nature of the group.)
2. Write a lesson plan surveying some large occupational group, like agriculture, utilizing an outline similar to the ones described in this chapter. Include in your study one typical occupation belonging to this group.
   (Indicate age or grade of pupils for which this lesson is prepared and the types of lesson procedure it illustrates.)
3. Plan a lesson to study some occupation often considered undesirable, in such a way as to bring about appreciation and respect for this type of work.

4. Have each pupil list occupations of his neighborhood and make a careful study of one of these occupations, following a standard outline for the study of an occupation.
5. Describe the historical development of some occupation or local business or industry; e.g., printing. Include a biographical study of a local figure prominent in the industry or business chosen for study.
6. Make a biographical study of someone notable for achievement in his line of work, using Kitson's outline for the study of a biography given in his book *I Find My Vocation.*
7. Construct a case study with leading questions for discussion to bring out fundamental principles of guidance based on each of the following situations:
   (1) A pupil in a new school.
   (2) A girl failing in her work because of too many parties.
   (3) A boy whose parents insist that he go to college.
   (4) A father who has chosen an occupation for his son.
   (5) A pupil who cannot get along with his teachers.
8. Plan a lesson to utilize slides or motion pictures to present an industrial process, giving careful attention to the approach to the lesson and discussion following the use of visual materials.
9. Plan lessons to precede and follow a trip to an industry, bringing out precautions, points to observe, and so forth, preceding the trip, and outlining discussion questions to summarize the trip.
10. Make a list of problems in occupational life that are controversial in nature. Choose one of these topics and prepare a debate, setting up points both for and against.
11. Select a story or a biography illustrating occupational life that lends itself to dramatization. Insert stage directions and allocation of parts and draft in the form of a skit for presentation. (Indicate source of adapted material.)
12. Dramatize an interview with a worker in some occupation that appeals to you. Work the dramatization out in detail to show technique used in the interview and information gained. (This may be based on an actual situation.)

13. Prepare script for a radio presentation by drama or otherwise, of some educational or vocational topic suitable for such presentation.

Note. In the case of questions 11 to 13, inclusive, prepare questions for group discussion following the presentation, to bring out important points. Indicate with each question the age or grade of pupils for which the material is intended.

14. Referring to the suggestions and illustrations discussed in this chapter and Appendix A, devise an objective vocational information test based upon your own course of study in occupations, or one that you may choose. Have in mind in preparing the test a definite grade of pupils. Try the test out in tentative form with this grade and with the grades above and below it. Revise ambiguous questions and eliminate or revise unsuitable ones. If you wish to use the test for experimental purposes it must be standardized with large groups of pupils as to validity, reliability, etc.

15. Try out the vocational information test which you devised, with a group of pupils at the beginning of a period of instruction as a pre-test to ascertain the status of information of the group. Repeat the same test at the end of the instruction period to compare scores at the beginning and the end of instruction, to note items improved, and to discuss points not yet clear.

16. Devise an objective educational information test in the same manner as the vocational information test. This test should be planned for a definite grade and should include items of information about courses, subjects, etc., important for pupils of this grade to know as a basis for educational decisions. Several tests for various grades may be so devised. Try this test out with groups of pupils as in Question 14, with the Vocational Information Test.

17. Study self-appraisal questionnaires for pupils found in various textbooks and workbooks, as well as the ones described in this chapter. Keeping in mind the guidance needs of your school or other organization, work out a series of questionnaires indicating progressive steps in the formulation of educational and

vocational plans. Try out each of the questionnaires with the age or grade of pupil for which it was prepared. Eliminate overlapping or ambiguous questions, and revise until the questionnaires are basically simple and direct.

18. Using the *Questionnaire on Vocational Preference* (Appendix A) with a selected group, study the following items:
    (*a*) Number of different occupations chosen in comparison with the number in the group. Express this as a ratio. Compare distribution of choices with United States Census distribution of occupations by major groups.
    (*b*) Adequacy of reasons given for choice of occupation. List reasons in order of frequency.
    (*c*) Note sources of information utilized in comparison with sources available. List sources consulted in order of frequency.
    (*d*) Note sources of counsel sought. List in order of frequency.
    (*e*) Note individual tendencies to adapt plans to circumstances and to show flexibility and resourcefulness.
    (*f*) Compare each individual's plan of preparation for his chosen vocation with the educational requirement of that occupation. Note also whether the individual's plan is in accord with his present program. Is he succeeding in his present program? Is the program outlined feasible, taking into consideration his interests and abilities as indicated on the blank *Qualifications of the Individual?*
    (*g*) Note individuals who indicate that they will have difficulty in carrying out their plans. Consider the situation and see what aid or encouragement may be afforded or what need for adjustment seems evident.
19. Have your group make a careful study of the occupations in which they have expressed interest. Each individual should investigate at least *one* occupation. Provide each with several copies of the blank on *Requirements for the Occupation.* He may fill these in through interviewing two or three workers, observing, reading, evaluating, and summarizing findings on a final copy. Appoint a committee to summarize the findings

for the entire group, alphabetizing occupations investigated, and transferring the data from the individual blanks on the *Requirements for the Occupation* to the *Master Chart of Occupational Requirements.* (Blanks in Appendix A.)

20. Have each individual in your group make an Index of Congruence Chart for himself, transferring data from the *Questionnaire on Vocational Preference,* ratings as to the *Qualifications of the Individual,* and *Requirements for the Occupation.* Study the Index Chart carefully in each case and check it with the individual concerned so far as practical and helpful to him. In this way an individual may compare his qualifications with the requirements of several occupations in which he is interested, by working out an Index Chart for each occupation. (Blanks in Appendix A.)

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CHAPTER VII

Utilizing School Subjects and Activities

Teacher Interest, Attitudes, and Information.

Miss B is a third grade teacher. With a committee of teachers from the elementary grades (first through seventh) she has taken the course of study for each grade and correlated occupational information wherever it fits in, including trips to industry, and other means of familiarizing pupils with the occupational life of the community. She is already using illustrated books depicting occupational life, and stories and playlets as well.

Mrs. K is a fifth grade teacher whose work is closely correlating the historical development, geographical locality, and types of work found in many lands. Oral talks and written work are manifesting extraordinary impetus in pupil interest and activity.

Mr. A is teaching physics, and just that. He makes no practical applications from local industries. Though he has some excellent students in his class who might well consider some branch of physics for a life work, Mr. A has never mentioned the vocations to which specialized training in physics might lead. There is nearby an excellent school of optics in which many of his students might be interested but he "can't find time" to tell them about it or to suggest visiting it.

Miss O is an excellently trained social science teacher. She is not sure, however, how much she should teach about controversial problems affecting occupational life.

She wants her pupils to know where to obtain unbiased information and to know how to evaluate information, including that in textbooks.

Mr. R is an English teacher in a small high school which has no organized system for developing growth in awareness of educational and vocational information. Teaching all the English classes, he has made a schedule for himself based on interest inventories filled out by his first year, second year, third year, and fourth year classes, and their questions about schools and vocations. In his schedule he allows some time each week for discussion of timely problems brought up by pupils. He supplements this procedure by assigning topics of individual interest to be investigated. Result: He is besieged with individual requests for counsel outside of class. To meet the need, his principal is planning to allow him some extra time next year for counseling in specified program hours.

Miss L teachers chemistry to girls not planning to attend college. Naturally she wants to make it as practical as possible, so she took her class one afternoon to see the manufacture of coal and water gas. She was, however, so busy explaining the chemical reactions going on inside the retorts that she entirely forgot to call to the attention of the class, or to see for herself, the many types of workers at the plant. The next time she conducted this trip she remembered to focus attention on the workers and their work. The effect was as illuminating as if she had changed her glasses instead of just her point of view.

Mr. H is a teacher of machine shop. Unlike some of the other shop teachers who are unable to spare any time, he gathers his boys together in groups to discuss types of jobs that this kind of shop training might lead to, time required to gain necessary skills, and an understanding of conditions of work, and problems of workers in this and

related fields. A firm believer in dependability and honest craftsmanship as even more essential than technical skills, he requires exactness and carefulness in the boys' work. He takes time for individual guidance along these lines, and maintains contacts with industry to keep his work up to date and to find opportunities for placing his boys in initial jobs.

Mr. T, a high school principal, thinks that all guidance in his school should be done through homeroom teachers. Some are interested; others think it just another job. Likewise, some are willing to study, to locate sources of information important for students in the grades for which they are responsible; others do not bother to use even the materials furnished them for the homeroom period, but use the period as a study period. Another principal has remarked that he would terminate the services of all teachers not willing to participate in such an information and guidance program. The first principal recognizes, however, that there will always be differences in personalities, and is inclined to choose the most interested teachers and give them special in-service training, especially since many of the others are excellent subject teachers who do an effective job of relating occupational information to their field of specialization and to this end will do as much as they possibly can.

These are some of the types of teacher attitudes and backgrounds of information existing even in a small school. It is probably true in most cases that to be well informed on a topic or problem enhances one's interest in it. A psychologist once said that one's interest grows in proportion to his information, and that, given a normal young person, he could interest him in anything about which he could furnish enough vital information. Certainly it does "change one's glasses" when one comes to look at the school work and pupils from a guidance point of view.

"No teacher can truly promote the cause of education unless he knows the mode of living for which that education is to prepare his pupil."—*Ruskin.*[1]

The "Individual" Versus the "Group"; Pupil-Teacher Relationship.

Although we may need to organize pupils into groups for convenience and time-saving in studying common materials, applying principles, and acquiring skills, we should never lose sight of the fact that pupils *learn* as *individuals.* Therefore, in this sense, teaching is an individual process and the relationship of teacher and learner must be on the basis of a "meeting of minds," accompanied by sympathy, tact, understanding, and comprehension of personal difficulties and problems.

This point of view is clearly expressed by Dr. C. Gilbert Wrenn.[2]

> It is the students who are to learn, they who must change, they who are the focus of the learning process. The instructor, course materials, buildings, and equipment, all exist as a *means* to this, and oft forgotten, end, namely, that of individual student development.
>
> The phenomenon of individual differences is a fact and not merely a psychological doctrine. This premise implies that "teaching a class" is an artifact and that most teachers merely make expedient but artificial adjustment to a hypothetical "average" student, and that students learn as individuals not as classes. Significant differences exist between students in the number and intensity of the personal problems which they face, as well as differences in their intellectual ability and background. These personal difficulties surely and inevitably condition the learning of the student.

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[1] Quoted in *Teacher's Manual, Vocational Guidance Through Regular School Work.* Commonwealth Book Company, Chicago, 1938, Part V.

[2] The National Society of College Teachers of Education. *Year Book,* 1934-1939, Chapter 10: The Relation of Counseling and Personnel Services to Instruction. (Used by permission.)

To understand such differences and to be able to meet the needs of individual pupils, the teacher who is alert to his responsibilities needs certain types of information about each pupil. Nine areas of such information are suggested by Eurich and Wrenn [3]:

Previous school experience
Aptitudes and abilities
Home background and community environment
Goals and purposes
Interests, likes, and dislikes
Social development and adjustment
Emotional status
Health record and present health status
Economic and financial status

The subject teacher may not need to contact all of these areas of information if his work is supplemented by a counseling service, but the counselor or homeroom teacher will find them all helpful.

Some writers speak of "every teacher a counselor." The subject teacher and the homeroom teacher both have a contact with the individual pupil that should enable them to take an effective part in the guidance program. Williamson and Darley summarize these functions in four points.[4]

1. Supplement diagnosis of counselor.
2. Use personnel record in individualized instruction.
3. Supplement case history record with anecdotal comments.
4. Supply educational and vocational information in their fields of specialization.

Importance of Utilizing School Subjects.

If a teacher gives careful thought to making the presentation of his subject of practical interest to young

[3] National Society for the Study of Education. 37th *Year Book*, Part I: *Guidance in Educational Institutions*, Chap. II, by Eurich, A., and Wrenn, C. G.

[4] Ibid. Chap. II.

people, he will be rewarded in many ways. A common criticism of teachers as a group is that they are too theoretical and too far removed from practical life. The effort to introduce pertinent occupational information into subject matter will of necessity put a teacher in touch with current sources of information, broaden his contacts outside school, and enliven his thinking as well as that of his pupils. It is reciprocally helpful and stimulating; that is, the subject matter grows in its importance to the student, and the teacher increasingly sees and brings out the vocational implications and practical values of his subject.

If carefully planned, the linking of school subjects with occupational life can be effected from the earliest grades through high school and college without overlapping. Such an approach makes young people conscious of vocational life going on around them. It is surprising how little the average boys and girls know about the occupations of their parents. Their comprehension, if early started along these lines, will broaden out over the years. When the time comes for a more detailed study of occupations that are of particular interest to them, they can place this information in its proper setting, and relate themselves to the world of occupations with less difficult adjustments than if they had just begun to think about such matters. Meanwhile their appreciation and understanding of the workers who touch their daily life will grow along with such study.

Early Impressions and Attitudes.

It has previously been mentioned that the natural play of children in which they imitate adult activities, gives opportunity for appreciation of such workers as the postman, carpenter, grocer, milkman, teacher, doctor, plumber, and others whose occupations touch daily experience. When a little girl plays nurse to her dolls, or a

small boy runs his engines, few parents or teachers use this opportunity to give the child information about the work of the nurse or the engineer, or to deepen his appreciation of the services rendered by these workers.

It is particularly important that adults understand the later influence of early developing in children right attitudes toward work and workers. Calling attention to such workers and their services tends to develop appreciation of their social usefulness, in addition to giving actual information about the kind of work they do. The lesson on "Workers Who Help Each Other," Appendix B, can be used for discussion even with children in the early grades. Children will enjoy collecting pictures of these people at work and identifying workers from pictures shown by the teacher.

All through the subject matter taught in the grades there is opportunity to weave into the program a discussion of work activities,[4a] and to turn attention to *workers* rather than to places and products alone. This point of view enlivens subject matter. Arithmetic may include practical problems such as must be met by the salesgirl at the ribbon counter; geography may arouse discussion of many workers in remote places—the wheat-farmer, the orange grower, the tea-taster, the forester, the miner, the seaman, the fur-trapper.

Recognizing Personal Responsibilities.

If occupational information is introduced through school subjects, it becomes natural to the child to respect contributions made by all members of society. The appreciation of the services of others seems to arouse a desire to contribute something one's self, hence the step to one's own choice of occupation is a natural one, though frequently modified and changed in developing from early interests to final decisions. The classroom teacher will

[4a] Chapter III.

do well, however, to confine himself to sharing information regarding occupations related to his subject. Choice of occupation on the part of a pupil requires consideration of many important factors, such as analysis of individual abilities, interests, health, and home status. To introduce occupational information through the medium of school subjects is very helpful; to counsel pupils without proper background for doing so is dangerous.

Focusing and Extending Information.

Occupational information gained through school subjects, even though carefully woven into the curriculum and planned so as to prevent overlapping, needs to be centered in a comprehensive unit of study on the world's work. Pupils who have had simple occupational information introduced throughout the grades will be ready for such a course in the latter part of the junior high school years or in the first year of a 4-year high school. This course, through a survey of the fields of human activity, will bring into focus the scattered information already acquired. Such a general course should precede the age at which pupils may leave school. It may be introduced as a unit in the homeroom, in the social sciences, or it may be a separate course in the curriculum especially for the study of educational and vocational opportunities. In any case, it is a fundamental core around which information through other school subjects may be correlated.[4b]

After such a concentrated survey unit on occupations has focused interest and opened wider vistas, occupational information, when again introduced through school subjects, will be better integrated than without such a general course of study in advance. In the senior high school this information again needs to be brought into focus through a course specifically planned to give pupils more complete

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[4b] See discussion of the Survey Course in Chapter III.

information about occupations and to allow individual pupils to pursue their own lines of investigation to a greater extent than was feasible in the earlier grades.

Introducing the Program.

Committees of teachers of the various subjects can be organized in any school to work out plans for the introduction of relevant vocational information. The State Board of Education of Virginia has used such committees of teachers, working under the direction of guidance specialists, to prepare suggestions. Among the results of their work is a "Tentative Manual for Guidance in the Virginia Secondary Schools" and a series of pamphlets in mimeographed form which contain numerous practical hints for the teachers of several school subjects. A faculty committee on vocational guidance at Hunter College of the City of New York has worked out a bulletin on occupations related to each department.[5]

It must be thoroughly understood that any plan to introduce information through school subjects is merely *supplementary* to wall-balanced informational courses in guidance. It would be easy to overdo the subject and produce confusion if vocational information were introduced through various subjects without careful supervision and coordination. The guidance director will have to help teachers to plan units on occupations in such a way as to prevent overlapping in their work and to cover a wide range of suitable occupations. He might even have to teach some of these lessons at first, for teachers of special subjects to observe. We shall not try to include all school subjects in this discussion, but merely to point out certain opportunities which some of them afford. Other applications can readily be made by teachers themselves. As has been stated, the occupations class itself should present the survey of types of work, and the presentation of

[5] *What to Do in the World's Work.* Hunter College, 1941.

information through school subjects should be concerned only with occupations naturally related to them.

Planning to Prevent Overlapping.[6]

In introducing occupational information through the school curriculum, an outline should be made and topics allocated to the teachers of different subjects to prevent duplication. This may of course be changed from year to year; for example, nursing as a vocation might be discussed in the science class one year and in the home economics class the next, thus bringing different points of view and varying experience to bear on the subject.

The following sample outline of suggestions for introducing guidance information to children of different ages is not to be considered arbitrary.

EARLY GRADES (1-3)

Talk about the work of: Fireman, grocer, milkman, postman, occupations of relatives.

MIDDLE GRADES (4-6)

Study of workers who help to feed, clothe, shelter, and protect us.

JUNIOR HIGH SCHOOL GRADES (7-9)

Survey course in occupations, or complete unit in connection with social studies.

SENIOR HIGH SCHOOL (10-12)

Through English: by means of themes on vocations; book reviews; oral topics; interviews; debates; dramatizations. Some workers directly concerned with proficiency in English are: news reporter, copy writer, proof reader, radio commentator, columnist.

Through Mathematics: by considering the work of the

[6] Brewer, John M. *Education as Guidance.* Proposals for Contributing to Guidance Through the Present Studies," pp. 651-652.

actuary, engineer, machinist, sheet-metal worker, statistician, architect, carpenter.

Through Social Studies: by discussing such workers as banker; historian; ambassador; consul; city manager; post office employee; other representatives of city, state or national government; occupational problems with which government and individuals are concerned, for example, public utilities, railroads, mines, organized labor, cooperative organizations, agriculture, and so on.

Through Sciences: by studying the work of the nurse, doctor, bacteriologist, chemist, agronomist, biologist, entomologist, horticulturist, florist, seed tester, gardner, X-ray technician, physicist, optician, geologist.

Through Art: by noting the work of the photographer, artist, sculptor, ceramic engineer, commercial illustrator, costume designer, stage properties designer.

Through Music and Dramatics: by observing and studying the work of the school or private musician, actor, radio entertainer, and other related occupations such as music critic, music salesperson, accompanist, speech and voice expert.

Through Home Economics: by introducing the study of the dietitian, tea-room manager, waitress, cook, hostess, laundress, salesperson or demonstrator of foods and household products by radio and other means, Home Bureau agent, interior decorator.

Through Shop: Occupations to be considered depend on shops in which school training is given.

Through Commercial Subjects: by studying about the typist, stenographer, accountant, bookkeeper, file clerk, private secretary, office machine operator.

The remainder of this chapter is devoted to brief suggestions, accompanied by illustration, for introducing occupational information through literature, mathematics, the social and physical sciences, foreign languages, music, art, home economics, and physical education.

Information Through the Study of English.

Usually all pupils are required to take three or four years of English for graduation from high school. This makes it possible to have contact with all pupils in each grade for a discussion of common problems and information needed at that particular time. In one school it was customary for the counselor to come and direct the English classes for a few periods each semester for this purpose. In many schools where there is no school counselor, the responsibility may fall most upon the teacher of English to cooperate with other teachers in presenting units of information to groups in ninth, tenth, eleventh, or twelfth grade.

In addition to the time used for cross-sectioning common guidance problems, the English teacher can use his own subject matter very effectively.

The study of English presents many opportunities for practical application relating to the study of occupations.[7] The teacher may emphasize the direct value of effective, forceful English for the work of the actor, author, journalist, lecturer, librarian, private secretary, printer, publisher, and radio broadcaster. In addition he may show that it has a value for *all* workers—one that is less obvious but that is just as essential—the ability to express ideas clearly, as, for instance, debating in committee meetings and explaining the operation of a machine. In this general value for all workers and direct value for

[7] See Allen, Frederick J. *Practice in Vocational Guidance,* article by R. B. Cunliffe, p. 66 et seq.
Brewer, John M. *Education as Guidance,* Chap. XIX, "The Use of the Present Studies for Guidance," pp. 605-618.
Brewer, John M. *Oral English,* Ginn and Company, 1916.
Davis, Jesse B. *Vocational and Moral Guidance,* Part II.
Kitson, Harry D. "Vocational Guidance Through the English Class." A pamphlet to accompany *How to Find the Right Vocation.* Harper and Bros.
Science Research Associates. *Basic Occupational Plans.* Number Two, Section I: "How Occupational Information Can Be Provided Through Written Work in English Classes," Section II: "Occupational Guidance Through Oral Work." Chicago, 1939.

some, lies the opportunity to introduce occupational study through the English class.

Narrative, descriptive, dramatic, and expository types of composition are essential to varied experience in written work in the English class. For an essay a large field of work may be described or an occupation within a field may be chosen for investigation, and its details more fully presented. All of the principles of good composition may be adhered to while striving for adequate use of references and research tools for gathering facts, and a clear, interesting presentation of them.[8] In pursuing such an investigation, a standard outline of points to be considered in studying occupations should be made available to students.

An interesting means of applying composition work to the gathering and organizing of occupational information consists in making a "Career Book" [9] for the class as a whole, to which each pupil may contribute both written material and illustrations, and also in making individual career books. While the pupils are gaining in ability to collect and organize material, the board of editors for the class book gains good experience and try-out.

Interviews with workers to obtain occupational information afford excellent practice in using English of the journalistic type. A few such situations dramatized in class, augmented by the study of feature articles in the newspapers, will help the pupils in conducting their own interviews.

In classroom or assembly, the dramatization of scenes from vocational life is a life-like method of presenting the occupational information gathered, and is also a try-out for such occupations as acting, radio broadcasting, entertaining, or scenario writing.

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[8] See Plan 21, Appendix B.

[9] Smith and Blough. *Planning a Career*, pp. 411-418.

Many topics relative to vocational guidance are controversial, such as relative advantages and disadvantages of certain occupations, or social ranking in the professions and the trades. The advisability of government control or ownership of public utilities, railroads, and other types of vocations will furnish many topics for debate and for the teacher to stress essential principles such as fairness, tolerance, and courtesy.

Reports on books containing occupational information, on fiction with an occupational setting, or on biographies provide still another way of introducing occupational information through the English class. They also combine two activities—reading and written or oral expression.

Information Through the Study of Commercial Subjects.

Some years ago a survey was made of students in a commercial high school to determine their vocational choices. To everyone's surprise it was found that few of these students could name the occupations for which their courses were preparing them.

Since that time a definite effort has been made to so instruct pupils, before differentiation of courses, that they understand fully the vocational outlets of the courses they are choosing, and the educational requirements and personal qualifications of typical occupations in the commercial field.

Such subjects as commercial law, business administration, economics, business arithmetic, and others give a wealth of opportunity to study business organization, and lines of responsibility, finance, money, banking, labor relations, labor legislation, personal qualifications and attitudes essential for business. In the introduction to MacGibbon's *Fitting Yourself for Business*,[10] Professor

[10] McGraw-Hill Book Co., 1941.

Frederick G. Nichols of Harvard University calls attention to the importance of right attitudes for business success.

Information Through the Study of Foreign Languages.[11]

An interesting outline shows the relation between radio and Latin. A study of the derivation of words always suggests many interesting vocations.

RADIO AND LATIN [11a]

Prepared by HELEN O'LEARY
At Teachers College, Columbia University
(Reproduced by permission)

Radio	*Latin*	*English Meaning*
accelerator	ad celer	quick
accumulate	ad cumulo	heap up
aerial	aer	air
ammeter	ampere metior	amperage measure
antennae	antenna	sail yards
audion	audio	hear

Collecting advertisements using Latin words is a good way to show the widespread use of classic myth and phrase. For example, Venus pencils, Lux soap. The word advertisement itself is derived from Latin words whose meaning is "the act of forming one's mind toward."

[12] The word magistrate (Magister, Teacher) found in most beginning Latin books may elicit questions regarding the schools to which Roman boys and girls went. Let the pupils suggest words pertaining to edu-

[11] Brewer, John M. *Education as Guidance,* Chap. XIX, "The Use of Present Studies for Guidance," pp. 638-645.

[11a] For complete list see p. 248 of 1937 edition of *Teaching About Vocational Life.*

[12] The suggestions on this page and the next two pages were adapted from a lesson plan prepared at Teachers College, Columbia University, by Miss Kittie Moss. (Used by permission.)

cation which are derived from the Latin, and such Latin phrases as are still retained in their original form. Examples are *alma mater* (cherishing or kind mother), *Artium Baccalaureus* (Bachelor of Arts), *Artium Magister* (Master of Arts), *paedagogus* (the slave who accompanied the Roman school boy to and from school), *discipulus* (pupil), *disciplina* (training or discipline).

The teacher may explain that our word *secretary* comes from *secretarius* (derived from *secretus*) which means a keeper of secrets. With this in mind, it is easy to make clear to the class that in commercial life a secretary is a keeper of business secrets or one who takes care of the correspondence of her employer. This information is not amiss in Latin class, since so many pupils in college preparatory work will take a general college course followed by specialization in secretarial work or business training.

The word *liber* (book), which is common in the first year's study, calls for an explanation of Roman books. The difference in form between ancient and modern books may be explained and the manner in which the Roman book or "roll" was made and used, thus touching upon bookbinding and publishing. Pupils may suggest English words derived from *liber* or *volumen* (roll). The following are common: library, libretto, librarian, voluminous, volume.

The very common Latin word *minister* (servant) attracts the attention of the students because of the fact that we have exactly the same word in English; the difference in the meaning and yet the similarity of the underlying idea may be discussed.

In taking up the study of Cicero's orations, even a brief study of the period in which he wrote reveals the fact that one way of acquiring prominence in Rome was through the law. Note that in our day too many men in government positions and public life have had little or

no legal training. Cicero himself having been a lawyer, an account of his life leads naturally to a consideration of this profession. The fact that our modern legal system is based upon Roman law should be stressed. Then ask students to suggest legal terms that are wholly or partly Latin. *Alibi,* writ of *habeas corpus, per se, ipso facto, pro tempore,* and *bona fide* will be readily thought of.

Translation from the Manilian law refers to the weakness of the Roman government in dealing with the menace of pirates on the Mediterranean. Questions arise as to the existence of insurance companies in that time. Finding there were no insurance companies[13] pupils may enumerate occasions on which insurance companies might have done a flourishing business.

a. Croesus being a man of unlimited wealth would have been heavily insured.

b. On the occasion of a great game, triumph, or festival, rain insurance would have been taken.

c. At the time of the Sullan proscriptions, rates would have been high.

d. Chariot racers would no doubt have been heavily insured.

e. Insurance companies would have suffered when Nero's musical propensities allowed Rome to go up in smoke.

Discuss briefly the origin of insurance through the merchants at Lloyd's coffee house in England.

An enumeration may be made of the kinds of insurance that are now taken out: fire, marine, tornado, automobile, rain, theft, accident, sickness, life and other types.

The word *manus* (hand) suggests a number of interesting English words, such as *manufacturer, manual,* and *manicure.* Explain that the word *manicure* comes from the two Latin words *manus* and *cura* and means "the care

[13] See Lyon, *Making a Living,* pp. 68-69.

of the hands." It will be interesting in this connection, for the class to gather information regarding topics related to this subject:

I. Description of Roman barber shops.
II. Roman bath houses.
III. Mode of hair dressing among Roman women.
IV. Barber shops and beauty parlors of present time. Training required.

This information may be correlated with information given in home economics classes, certainly in trade schools giving training in beauty culture.

Information Through the Study of Mathematics.[14]

An interesting approach to the introduction of occupational information through mathematics is to ask the class to make a list of ordinary every-day activities for which a knowledge of mathematics is essential, e.g., the work of the carpenter, teacher of mathematics, bookkeeper, chemist, actuary, banker, architect, machinist, carpet salesman, paper hanger, grocer. Add to this list as new occupations are suggested. Try to select or originate problems that workers in various occupations would be required to solve in their work, like that confronting the salesgirl who must quickly figure the cost of $4\frac{3}{4}$ yards of ribbon at 19 cents a yard.

As various occupations are mentioned in connection with the mathematics work, individual pupils may look up material regarding these occupations and report to the class. It might be well if each pupil included in his mathematics notebook the study of at least one occupation for which a knowledge of the branch of mathematics currently being studied is fundamental for success.

The length and cost of preparation for occupations like medicine, dentistry, pharmacy, or teaching, which

[14] See Brewer, John M. *Education as Guidance,* Chap. XIX, "The Use of the Present Studies for Guidance," pp. 624-631.

require prolonged training may be studied. The cost of tuition, board and room, laboratory fees, and incidentals may be estimated from school and college catalogs. These expenses may be compared with the cost of preparing for other occupations, nursing, for instance, or the work of the machinist, in which a beginner is usually paid while learning.

In the *Teacher's Manual, Vocational Guidance Through School Subjects,*[15] it is stated in the paragraph discussing geometry that "theorems concerning tangents and tangent circles have unusually wide application in drafting and designing. Modern draftsmanship and design, the ability to draw plans and devise industrial machinery and installations, are related to the building of machinery, electrical equipment, sheet metal, architectural construction and marine building."

Information Through the Study of the Social Sciences.[16]

The social sciences are a logical medium for vocational information. They give opportunity to investigate social and economic conditions, to see the importance of vocational competency in citizenship, to glimpse the interdependence and interrelationships of workers, and to trace occupational trends and changes. The historical background of vocational life is important in showing developments in economic theories, political philosophy and scientific concepts, and practical applications.

A unit on vocations is frequently introduced into the social science course, particularly in the ninth grade.

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[15] *Teachers Manual, Vocational Guidance Through Regular School Work.* Commonwealth Book Company, Inc., 80 East Jackson Blvd., Chicago. On page 22, are mentioned Monographs, "Carpentry and Millwork," Series B, No. 15; "Drafting and Designing," Series B, No. 16.

[16] See Brewer, John M. *Education as Guidance,* Chap. XIX, "The Use of the Present Studies for Guidance," pp. 618-624.

Some states require it. This unit is usually in the nature of a survey of "The World of Work." In some schools this part of the work is taught by the school counselor, the regular teacher being relieved for class duties at this time. In other cases, where the counselor does not teach, and the teachers of social sciences are qualified for presenting occupational information, all of this teaching is done by the social science department staff.

In addition to the specific units on occupations, numerous opportunities for the introduction of the study of occupations and their historical setting are afforded by the various branches of the social sciences—geography, history, economics, and economic geography.

Geography. In making a study of places and products, opportunity is given for the study of the miner, the farmer, the fisherman, the forester, and others, as producers of raw materials. The effect of climate upon types of vocational life developed in various sections of the country is important and is therefore included. Instead of being directed toward places and products, attention is by this means centered on human beings, *i.e.,* workers and their contributions to progress.

Transporting materials from farm and forest to the mills and manufacturing plants requires workers in various communication services, and in air, land, and water transportation.

Trips may be made to dairy farms, creameries, paper mills, furniture factories, flour mills, bakeries, and canning factories. On these trips the attention of the class should be directed to the observation of *what the workers do.*

History, Civics, and Economics. A history class will find it interesting to keep a list of workers to whom a knowledge of history is either directly or indirectly essential for success; for example, the lawyer, the novelist, the journalist, the radio commentator.

One device that may be used is for each pupil to assume that he is preparing for a certain vocation and keep a clipping file of historical facts found in newspapers and magazines, or notations from his readings, such as would be of value to the worker chosen.

The study of ancient history gives opportunity to discuss Roman roads, aqueducts, and public buildings and to compare these with present developments. Opportunity is thus obtained to discuss the architect, the mason, the sculptor, and the civil, hydraulic, highway, sanitary, and other types of engineers.

History and civics give opportunity to consider the function of public officials—consul, ambassador, city manager, policeman, fireman, postman, railway mail clerk, and many others. Methods of appointment, by civil service or otherwise, and qualifications and training desirable for these various positions in city, state, or national government, should be an important part of the discussion. Particular attention should be given to the ethics of public life, and to the need for workers in public office who hold an altruistic point of view.

The history of the industrial revolution and technological developments up to the present time throw light on present industrial conditions, types of jobs, and methods of training. Many comparisons may be made between the demands of an occupation at the present time and at the time when parents or grandparents were beginning their occupational life. Lesson Plan 5, "Vocational Trends and the Changing Pattern of Occupational Life, Appendix B, and Lyon's *Making a Living* (Chapters IV and V) contain useful reference material on these points. Discussion should turn on trends and future possibilities, and on the necessity for keeping up-to-date on occupational conditions.

Information Through the Study of Sciences.

Brewer's *Education As Guidance,* Chapter XIX,[17] and Edward Menge's *Jobs for the College Graduate in Science* are good sources of information for the teacher about to undertake the discussion of vocations for which a knowledge of science is essential.

General science offers rich opportunity for considering occupations. The study of milk and water supply gives opportunity to bring in the work of the local health bureau and of the department of public works, as well as that of the garbage collector, milk tester, dairyman, sanitary engineer, and others. Much of this work can be covered through individual reports, trips, and informal class discussion as occasions arise for vocational applications. The work of the doctor, dentist, nurse, bacteriologist, and others concerned with the conservation of health may well be discussed in this course.

The chemistry class gives opportunity for the discussion of the history of chemistry and new developments in occupational life in which the chemist has played an important part; for instance, chemurgy and hydroponics. Synthetic products such as plastics, foods, rubber, and medicinal products, are continually appearing from the chemists' laboratories. Industries such as cleaning and dyeing plants, fertilizer plants, photographic supplies, steel mills, pharmaceutical supplies, coal and water gas manufacturing plants and other industries employing chemists, may be surveyed, particularly those in the local community. Trips to plants will be profitable if attention is kept on workers as well as on chemical reactions and processes. The study of metallurgy gives the chemistry teacher opportunity to discuss the work of the mining engineer, the assayer, and the welder. The study of foods and food preservation naturally leads to

[17] Pages 631-638.

a study of the work of bacteriologist, dietitian, food chemist, and food inspector.

The teacher of physics also touches many occupational fields. The work of the photographer, the film and lensmaker, the astronomer, the lighting engineer, the optometrist, relates particularly to the study of light; of the actor, the musician, to the study of sound; of the physicist to various aspects of physics. The air-conditioning engineer is concerned with problems of humidity, air circulation, and heating. The housewife should be informed about electric appliances and household mechanics. It would be more difficult to find a worker who does not use daily some principle of physics than to list those workers who do. Comprehensive study of those occupations in which the principles taught in physics are most used, should accompany class work in this subject if full application of these principles is to be understood and its vocational outlets are to be properly presented.

In an article by Professor Kitson [18] appears the following suggestion on procedure:

> The teacher may select one vocation and make a number of applications of the subject to it, or he may take one fact or principle of the subject matter and show its relation to several vocations.

To illustrate: The structural engineer applies the principles of both mathematics and physics in estimating strength of materials, and in solving construction problems. The details of these applications may form the subject of an occupational lesson, or the teacher may show that the principle of elasticity of solids is used in the work of the engineer, who, in building bridges, must allow for the elasticity of the structure; that the telephone lineman must likewise plan for expansion and contraction of the wires with changes in temperature;

[18] Kitson, Harry D. "Vocational Guidance Through School Subjects," *Teachers College Record*, May, 1927.

that the glass manufacturer must know the stress that window glass, plate glass, and glass bricks will stand before breaking, to avoid the shattering of the windows and glass doors of buildings or the collapse of glass brick structures. These are matters of technical information about elementary principles of physics which are important for workers in specialized fields.

Information Through the Study of Music.

The study of music may be presented from two approaches:

(1) cultural and avocational
(2) vocational

The realization of the need for training for leisure moments is well recognized with the coming of the shorter working day. This will affect all pupils, since the development of appreciation for good music affects their daily lives in the wise use of the radio and other forms of entertainment.

While a musical career may be the ambition of only a few pupils in a class group, nevertheless the discussion of vocational opportunities in this field should not be neglected.[19] There are also opportunities for part-time work to supplement a regular vocation, as a choir director, choir member or soloist in church or community chorus, as glee club leader, or a band or orchestra leader in a community.[19a]

Information Through the Study of Art.[20]

Courses in color and design, freehand drawing, painting, and drafting should certainly include mention of

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[19] See Brewer, John M. *Education as Guidance,* Chap. XIX, "The Use of Present Studies for Guidance," pp. 647-648.

[19a] Taubman, H. H. *Music as a Profession.* Charles Scribner's Sons, 1939.

[20] See Brewer, John M. *Education as Guidance,* Chap. XIX, "The Use of the Present Studies for Guidance," p. 646-647.
Virginia State Board of Education. *Dramatics as an Aid in Vocational Guidance.* Richmond, Virginia, undated, 21 pp.

vocational opportunities as a natural part of class work. Commercial art, medical art, designing, interior decorating, arts and craft work, painting, sculpturing, are interesting fields for consideration by pupils whose art work is especially promising.

A vast variety of articles from automobiles to alarm clocks require modern and original designing if sales are to be promoted.

The Institute of Women's Professional 'Relations presents the fields of *Fashion Illustration,*[21] *Textile Design* and *Designing Dress Accessories.* Another interesting reference is Catherine Oglesby's *Fashion Careers.*[22]

Information Through the Study of Home Economics[23] *and Shop Work.*

A great variety of vocations are closely allied with home economics and shop work. Consider, for instance, the restaurant, with its various cooks, checkers, waitresses, hostess, cashier, and manager; the food buyer for an institution; the dietitian; the demonstrator of foods and utensils; the County Farm Bureau home economics representative; the hostess or manager in a hotel. Not only is a discussion of the work of the barber, hairdresser, and manicurist pertinent in connection with home economics, but frequently specific courses in beauty culture are given by trade schools in the larger cities.

Training in home economics would be inadequate without a thorough discussion of the wide range of occupations to which this study might open the way.

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[21] *Fashion Illustration,* by Federated Council on Art Education cooperating with the Institute of Women's Professional Relations, 1935.
Costume Design, by Federated Council on Art Education cooperating with the Institute of Women's Professional Relations.
Textile Design, 1936. *Designing Dress Accessories,* 1939. Institute of Women's Professional Relations.

[22] Oglesby, Catherine. *Fashion Careers,* American Style.

[23] *Business Opportunities for Home Economics Trained Women.* Institute of Women's Professional Relations, Connecticut College for Women.

Information Through Physical Education.[24]

Provision should be made for pupils to discuss typical occupations for which health education might ultimately prepare them; for instance, supervisor of physical education, physical director or instructor in schools or social service organizations, athletic coach, playground director, boys' club worker, camp counselor, or public health teacher.

A second angle from which occupational information may be considered in a health education class would entail considering the health aspects of vocations. Attention may be called to occupations suitable for the blind,[25] for persons with a cardiac handicap and for those physically handicapped in other ways,[26] to the health conditions of certain occupations; and to various occupational diseases.[27] Light, ventilation, standing or sitting position, hours of work, and other matters important to health should be considered. State laws protecting workers, especially women and children, may also be mentioned. First aid in emergencies, compensation for accident, and the training and placement of physically handicapped persons,[28] are all matters about which pupils should be informed. The local librarian will be glad to help in finding references on these topics.

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[24] See Brewer, John M. *Education as Guidance*, Chap. XIX, "The Use of the Present Studies for Guidance," pp. 648-649.

[25] American Foundation for the Blind, 15 West 16th Street, New York City. Leaflets: "Our Vocational Services"; "Facts About the Foundation"; "Facts About the Blind"; "Our Library Service"; "Our Publications."

Books on vocations, including *Vocations for the Visually Handicapped*, by Louise Wilbur.

[26] New York League for the Hard of Hearing, 480 Lexington Ave., New York City. (local)

Chartson, C. K. "Vocational Guidance of the Deaf and Hard of Hearing" and leaflet on "Vocational Guidance for the Hard of Hearing."

[27] Kober, Geo. M., and Hanson, Wm. C. *Diseases of Occupations and Vocational Hygiene.*

[28] Rehabilitation Bureaus, State Departments of Education, in various states, and the Federal Bureau of Rehabilitation.

Co-Curricular Activities.[29]

Extra-curricular activities have long been recognized as an integral part of the school program, but only recently has one heard the term "co-curricular" or "extra-class" activities.

So far as the informational aspects of guidance are concerned, the co-curricular activities are very essential. Although clubs are organized chiefly to give expression to special interests and hobbies, these very interests may be indicative of abilities along vocational lines. In looking over a list of school clubs, it will readily be seen that a large proportion of them are distinctly vocational in nature. Without changing their original purpose, occupational information and try-out experience could readily be gained through many types of club experiences. This would apply to such activities as aviation club, debating club, dramatics, engineering club, science club, "pencil pushers" club, radio club, and other school clubs.

Outside-of-school groups, such as scouts,[30] Girl Reserves, and Hi-Y, have opportunities for acquiring information on vocations, and to some extent try-out through activities often quite similar to vocational tasks.

All activities that have to do with discovering abilities and gaining experience and information along vocational lines should be considered complementary to the study of vocations.

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[29] Myers, George M. *Principles and Techniques of Vocational Guidance,* pp. 149-152, "Vocational Exploration by Means of Extra-Curricular Activities."
McKown, H. C. *Activities in the Elementary School.* "School Clubs," pp. 126-128.
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[30] Girl Scouts, Inc. *Vocational Exploration for Senior Girl Scouts.* Girl Scouts, Inc., 14 West 49th St., New York City.

QUESTIONS FOR INVESTIGATION AND DISCUSSION

1. Work out a project for a kindergarten or a first grade group that will include a study of workers. (For example, building a grocery store or a post office.)
2. Taking the elementary school or junior high curriculum for the public schools of your locality, outline a graded series of lessons on occupations that will fit in naturally with the subject matter; for example, social studies (see Chap. III, p. 56 ff).
3. Choose a school subject, *e.g.*, chemistry, and outline its possibilities for introducing information about related occupations. Work out in detail two or more sample lesson plans.
4. Select a school subject and show how several of its principles are utilized by a specific vocation or by several vocations, *e.g.*, geometry.
5. Taking a fundamental principle of some school subject, *e.g.*, physics, show how this principle is applied in the work of several vocations.
6. Referring to the senior high school curricula, including elective subjects, outline groups of related vocations that might be studied in connection with each subject or curriculum as a whole, taking care to prevent overlapping and to cover a wide range of occupations.
7. Work out a series of lesson plans for school subjects, *e.g.*, mathematics, showing in each case the value of the subject in occupational life.
8. Debate the vocational value of requiring a certain subject, *e.g.*, English, of all pupils throughout high school.
9. Work out a lesson plan for a school subject, *e.g.*, botany, to show its possibilities for both avocations and vocations.
10. Work out a lesson plan for discussing some co-curricular activity, such as a club. Show its relation to leisure time pursuits and, at the same time, plan to introduce pertinent occupational information and point out vocational possibilities inherent in this activity.

11. For a club in school or elsewhere, prepare a talk on how to go about choosing an occupation, and present information regarding some one field of work of interest to the group, using illustrative charts and pictures. (For example, an "Engineering Club"; "Know Your City Club," etc.)

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CHAPTER VIII

Adjusting to the Next Step

The Parting of the Ways.

Leaving elementary or secondary school, either through withdrawal or graduation, is an abrupt change of experience for young people. For a relatively small number, the next step will be a continuation of their education and training in a full-time school, as in a college, normal school, university, technical school, trade or business school.[1] For the majority of young people, however, school will be followed directly by full-time work experience. Such further education and training as they may receive, will have to be through evening classes, correspondence courses, university extension work, and other means available to them. They may need help first of all in obtaining employment and then in planning further training for growth on the job, or for suitable readjustment. A few high school pupils may have participated in a part-time course, such as is described in Chapter III, in which they would have been in school part-time, and employed part-time in a field of work related to their training. Such a plan of organization dovetails school and work experience and gives opportunity to both school and industry to supervise and guide the transition. However, not all types of training courses lend themselves to this plan because of the difficulty of arranging worthwhile related work experiences.

[1] Brewer, J. M. *Education as Guidance.* "Suggested Transition from General Education to Specialized Vocational Education," pp. 355-374.

We shall concern ourselves only briefly with those young people going on directly to full-time school. In these cases, the high school has usually discussed thoroughly with them, types of schools, entrance requirements, courses offered, preliminary to their formulation of plans. These pupils have therefore been prepared in many ways for this next step in school experience.

Adjustments in School Experience.

Schools for training beyond high school differ from secondary schools in their set-up and approach, necessitating on the part of entering students adjustments in work habits, in budgeting time, and in other ways. It cannot be assumed that a student entering a college or a university, or even a school as specialized as a normal school or a technical school, is fully decided upon his career. Entering students, therefore, need orientation to the school, its ways, traditions, courses offered, and their vocational outlets, just as did entering high school pupils. "Freshman Week" has been instituted in many colleges to help take care of this transition. One particular college has such of its prospective students as have doubtful high school records come two weeks early. These young people are given an intensive course in study habits. They are tested for scholastic aptitude and for other factors. If accepted, they are put on probation, and supervision is continued until they are fully adjusted. Many institutions provide, throughout freshman year and frequently longer, opportunity for continued study and discussion of problems important for student adjustment. In *Guidance for College Students* [2] there are three important divisions of study.

> The purpose of Part I is to orient the student in college life; that is, to help him interpret his new environment

[2] McCaul, Margaret E. *Guidance for College Students.* International Textbook Company, 1939. Preface, vii.

> and to see that his study tools are in efficient working order. The purpose of Part II is to furnish a working basis for guidance in personality development. It is hoped that the student's development will come through his own thinking, evaluating, and judging, rather than through striving to measure up to arbitrary standards about which he has very little knowledge. The purpose of Part III is to acquaint the student with conditions in the working world and to assist him in making a wise choice of a vocation.

A study of vocational opportunities would naturally be linked up with a consideration of courses offered by the various departments or schools of an institution, in order to facilitate suitable selection of programs by students, decisions as to major and minor fields of concentration, and thus to enlighten vocational choices. Some college personnel officers have various department heads address these student discussion groups, and many departments and colleges within an institution issue bulletins describing their courses and the types of vocational opportunities open to their graduates.[3]

As students in these institutions approach graduation, a few may decide to continue for further training. They will need information on graduate schools and courses, requirements for advanced degrees, opportunities for graduate fellowships and scholarships.[4]

The majority of students, however, will be planning on going to work in their chosen fields upon graduation. A select number of these will be placed through representatives of business and industry who visit colleges.

It is pertinent at this time that personnel officers or department heads arrange for adequate leadership in the

[3] For example, Lehigh University Career Series: "Geology as a Career"; "Mathematics as a Career," and others.

[4] Institute of Women's Professional Relations, "Fellowships and Other Aids for Advanced Work," with yearly supplements, New London, Conn., 1940.

discussion of techniques of job seeking, desirable personal characteristics and attitudes,[5] and personnel procedures in business and industry for employment and training. It is essential that students know about training courses in business and industry for college graduates.[6]

Work Adjustments.

It is essential for the new employee, whatever his previous background of training, to become acquainted with his responsibilities, company rules, safety and protective measures, employee and employer representation and relationships. He may have to gain such information informally from his associates, or it may be summarized in booklets prepared for this purpose.

Professor Brewer has outlined some of the difficulties that young people are likely to encounter in entering industry,[7] such as new environment, different associates, new skills and responsibilities, conditions such as noise, monotony, speed, fatigue.

Some preparation for these new experiences may be made through preliminary discussion in such courses as "Business and Industrial Relations,"[7a] but the actual adjustment must be made on the job through the cooperation of those responsible for employer-employee relationships. Counselors in schools and placement agencies

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[5] American Council on Education, *Wanted: A Job,* A Statement of Personal Characteristics Necessary for Job Success, prepared by a Conference of Business and Industrial Personnel Officers, Washington, D. C., 1940.

[6] For example, R. H. Macy's, "Flying Squad," New York, N. Y.; the Eastman Kodak Company's "Trainees;" the General Electric's group in a two-year training course for college graduates. These and other such opportunities are described in *Men Wanted,* by Frances Maule, Chapter IV, "Earn as You Learn."

[7] Brewer, John M. *Education as Guidance,* "Difficulties Encountered by Young People on Leaving School and Entering Industry," pp. 367-368. See Plan 18 (Problems of Occupational Life), Appendix B.

[7a] Chapter III.

should work with personnel workers in industry to facilitate the adjustment of young people with whose training, attitudes, and personality they have had previous contact. Cooperative or part-time work, summer employment, and carefully supervised apprentice training aid in these adjustments.

Cooperation of Community Agencies.

Administrators in federal, state, and school employment services have become increasingly alert to the needs of youth underlying the problem of finding a job and becoming adjusted. During times of depression when jobs were scarce, there was more time and acute necessity to give these other needs consideration in order to keep up morale and to increase the chances for placement through improvement of attitudes and training. Individually and in groups, such matters were discussed as: personal grooming; local means for securing further training or "brush up"; attitudes and characteristics valued by employers; factors to be considered in obtaining a position; how to make an application; recreational facilities for keeping "fit."

The National Youth Administration has opportunities connected with its work situations to guide in the preliminary development of attitudes. Discussion groups are frequently organized to cover some of the essential information that beginning workers should know, to guide toward the recognition of desirable work attitudes, and to stimulate interest in further training. The extent of such group work is described in an article by Dr. Mary H. S. Hayes, Director of Youth Personnel for the National Youth Administration:[8]

> *Group Guidance*—Under this heading the Youth Administration has attempted to provide occupational

[8] "N. Y. A. Youth Placement," by Mary H. S. Hayes. *Occupations, the* Vocational Guidance Magazine, No. 8, May, 1938.

information and an opportunity for discussion in various ways. In Illinois occupational classes have been established for out-of-school youth during the late afternoons and evenings. Over 5,000 such classes have been held during the last two years with an attendance of more than 107,000 youths. Over 300 industrial motion pictures were shown in connection with these classes.

In other states the giving of this information has taken the form of career conferences or of guidance institutes. In fifteen states weekly radio programs on occupations have been arranged. These generally take the form of talks given by workers in the various fields which are afterwards mimeographed for distribution. In still other states forums have been developed for discussion of the general problems facing young people.

Many youth groups are contacted by social agencies, such as the Young Men's and Young Women's Christian Associations, the Young Men's and Young Women's Hebrew Associations, B'nai B'rith Vocational Service Bureau, Urban League, Knights of Columbus, and others. Group conferences may be scheduled with representatives of local business and industry, not to recruit employees or to be embarrassed by requests, but to present, impersonally, types of work, beginning jobs, training and personal qualities desired, and training opportunities, such as apprenticeship.

In many instances these agencies have conducted organized classes, forums, and other types of discussion groups, such as: The Job Clinic,[9] Young Men's Industrial Forum,[10] Job Hunters,[11] Man Marketing Clinic.[12] Some of the topics covered in one program of this sort were:

[9] Peoria, Ill.

[10] Bridgeport, Conn.
The Y. M. C. A., Rochester, N. Y., conducts forums on vocational opportunities and problems.

[11] Boston, Mass.

[12] Paterson, N. J. and other localities.
Edlund, S. W. and M. G. *Pick Your Job and Land It.* Prentice-Hall, 1938.
Much of this material developed in the man marketing clinic.

GROUP CONFERENCES ON JOB FINDING
AND CAREER PLANNING
Y. M. C. A. Baltimore Central Branch
Vocational Counseling and Placement Department
(Used by permission.)

TOPICS

Life Aims	Hunting the Job
Self-appraisal	Applying for the Job
Self-improvement	Landing the Job
Self-help	Holding the Job
Occupations	Personal Traits
Requirements	Things That Help
Qualifications	Things That Hinder
Work Interests	Vocational Preferences
Job Analysis	Voluntary Activities
Job Objectives	Hobbies
Training Program	Etc.

This course is further described in the following article:

> Twice each year the Vocational Department of the Baltimore YMCA conducts a "Conference on Job Finding and Career Planning."[13] In each instance about fifty unemployed young people set out together, under leadership, upon a course of action designed to aid them in solving their vocational problems.
>
> Group meetings, talks on occupations and job-finding techniques, opportunities for exchange of ideas and experiences, individual counseling and testing, and a variety of other activities and services provide the means by which these young people actually succeed in taking significant steps in career planning and achieving, having to do with "choosing, preparing for, entering and progressing in," a vocation.

[13] Extracts from article, "Helping Youth to Help Themselves," Baltimore Y. M. C. A. Vocational Guidance Program. By N. A. Lufburrow in *Occupations*, the Vocational Guidance Magazine XIX, No. 5, Feb., 1941. (Used by permission.)

Five conference sessions are held over a period of two weeks. The first three are on consecutive days on which the Vocational Secretary presents material on career planning and job finding—objectives, occupations and trends, choice of vocation and planned preparation, job analysis, personal qualifications, interests, and job hunting methods. Each talk is followed by a question period.

An early attempt is made to discover the wishes of the group, regarding program content, for direction in planning later sessions, and securing outside speakers. One entire session is devoted to discussion of actual experiences, problems, and techniques in connection with "hunting a job, applying for a job, and securing a job," employers' preferences, things that help, things that hinder. In the third session there is usually much discussion arising from the actual experience of group members. At least two of the conference sessions are followed by periods devoted to the giving of tests.

At the fourth session some well-known local business man speaks on "Baltimore as a Business and Industrial City." The purpose is to bring to the group useful facts regarding the scope and nature of business activities and work opportunities in this locality. (On one or two occasions we have substituted for this talk one by another business man on "Selling Your Services," a variation which indicates our effort to follow the expressed preferences of the members of the group.)

At the fifth and final session, one, two, or three prominent persons speak to sections of the conference on specific occupational fields. Questions are welcomed.

As previously stated, Service Clubs such as Rotary, Kiwanis, Zonta, cooperate with the schools and other community agencies in planning programs and furnishing speakers or discussion leaders. Some of these activities were described in Chapter III. They serve in the adjustment of the young members of these clubs to business and industry through topics discussed at their regular meetings as well as through convention programs.

Occupational forums or round tables are a regular feature of the convention program of the National Federation of Business and Professional Women's Clubs. These round tables are headed by persons of authority in their respective fields. An attempt is made to ascertain the present status of the various occupational groups represented and to forecast their needs. Suggestions are made as to means of training, entering, and progressing in these fields of work. These materials are written up and thus made available to members and other people who were not in attendance at the convention.

Altrusa International and other Service Clubs also sponsor similar Career Conferences. The Alliance for Rural Youth [14] holds group meetings to which outstanding representatives of type occupations are invited to ascertain present conditions in occupational life with particular respect to rural youth. The Grange has always taken an active part in the solution of rural problems and in furthering the vocational welfare of its members. This is also true of professional organizations, whose branches are found in communities, such as the American Chemical Society, engineering societies, and others. High professional standards, and opportunities for contacts with well established workers and professional meetings help to orient young workers.

The branches of the American Federation of Labor and of the Congress of Industrial Workers have similar opportunity, through their meetings and personal contacts, to help young workers in their adjustments. Summer Conferences of selected workers and Labor Institutes are means to this end. The Chamber of Commerce or Board of Trade through its many committees and discussion groups affords many opportunities for young people to become informed on important business and

[14] The Alliance for Guidance of Rural Youth, Richmond, Va. Dr. O. Latham Hatcher, Director.

industrial matters. With the cooperation of personnel workers they sometimes sponsor foreman and other types of training courses.

Factors Essential to Progress on the Job.

In considering factors essential to progress, it is generally agreed that one must put personal qualities first, even before training. This was brought out in the booklet previously referred to, *Wanted: A Job.*[15] The Case Problem "Which Would You Promote?"[16] illustrates this necessity. Other such cases are needed and may often be obtained through the cooperation of business organizations, Chamber of Commerce, Service Clubs, which show clearly that a suitable choice of occupation, and excellent training must be based upon dependable qualities of character and personal attitudes of cooperation, likeableness, alertness, resourcefulness, etc., if successful adjustment is to be attained. Young people need to have upheld to them wider standards of success than the financial comfort that may accompany success for some. Excellent standards of workmanship and of conduct toward associates and community relationships should have their proper evaluation among the criteria of success.

Although we may stress first with young people the necessity for these personal attributes for successful adjustment, we need also to make clear the importance of initiative and continued growth in skills and ability to take responsibility without undue supervision. Both the person who is college or technically trained and the one who has left school earlier, need to realize that education is a continuous process throughout life by both formal and informal means. Young workers need guidance in

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[15] American Council on Education, *Wanted: A Job,* Jackson Place, Washington, D. C.

[16] Plan 18, Appendix B.

selecting suitable further training, either in relation to their present jobs or jobs to which they will be better adapted.

Some industries pay the tuition of workers who wish to obtain further training but they do not wish these workers to expect that they will automatically receive promotion because of such courses taken. Information regarding public and private school evening courses, institutes, reliable correspondence schools,[17] and counsel in the choice of suitable courses should be available.

Thus we realize that we should continue to stimulate group discussion, seeking of information regarding education and work, and practical application in attitudes and workmanship, if workers are to learn to function together harmoniously and the individual is to adjust himself successfully to his work and community relationships.

QUESTIONS FOR INVESTIGATION AND DISCUSSION

1. Investigate procedures in some college or institution of higher education in which you are interested, to find out what means are used to orient students, to help in their adjustments, and to aid them in the formulation and carrying out of their vocational plans, including placement.
2. Contact as many local industries as possible to find out about their provisions for training on various levels: completion of elementary school; graduation from high school; graduation from college. This investigation should include a study of apprenticeship, types of entering positions, training programs and positions exclusively for college graduates. Are any positions open only to those holding advanced degrees in their fields, such as Master's or Doctor's degrees?
3. List as many organizations as possible, other than local, with

[17] The Home Study Blue Book, published by The National Home Study Council, Washington, D. C., lists correspondence schools that have been investigated and found to be reliable.

as much information as you can gather regarding their training programs for graduates of high school; graduates of college. (Investigate the requirements of such schools as Ford Trade School; General Motors Institute of Technology; Chrysler Institute of Engineering and Trade School; and such courses as those at Brown and Sharpe, Providence, R. I.; General Electric, Schenectady; Westinghouse, Pittsburgh; Macy's Department Store, Lord and Taylor's, New York; Filene's Store, Boston; The Eastman Kodak Company, Rochester, N. Y., and other organizations with definite training programs.)

4. Investigate a school or college organized on a "Cooperative" or part-time basis. (Such as Antioch, University of Cincinnati, Northeastern University, Rochester Aethenaeum of Mechanics Institute. Some high school commercial and industrial courses are organized on this basis. See text Chapter III, pp. 96.) Note the dual schedule in which pairs of students alternate school and work, and the time unit, two weeks, a month, six weeks, semester, etc. What are the advantages of this type of organization? Disadvantages?
5. Make a list (Consult Professor Brewer's list of "Difficulties encountered by Young People on leaving School and Entering Industry") of difficulties that you, yourself, have noted. Outline your ideas for helping young workers to meet these difficulties and to adjust satisfactorily.
6. Make contacts with employers and try to find out the qualities they consider most essential in young people for successful adjustment. Collect cases of young people who have succeeded or failed because of these qualities.
7. Look into the activities of the various community agencies in their relations to the adjustment of youth: Social agencies; Service agencies; Employment services; Government agencies, such as the National Youth Administration. List any courses, radio programs, forums or conferences on occupations and occupational problems, job finding, personality, that any of these agencies may be offering.
8. Collect a file of materials put out by schools and colleges describing their requirements, courses of study, and fields of work for which their various departments prepare. Include extension courses, correspondence, business, and trade schools.

Make a separate listing for local schools. Try to evaluate these as to dependability.

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APPENDIX A

FORMS USED IN THE PRACTICE OF EDUCATIONAL AND VOCATIONAL GROUP INSTRUCTION AND GUIDANCE

Preview of Appendix A

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Appendix A

RATING CARD—PERSONAL QUALITIES

DAYCROFT SCHOOL

Stamford, Conn.

Name .... Date ....

Teacher Class ....

Signature of Parent..

Subject	Nov	Jan.	March	May
Perception	....	....	....	....
Personal responsibility	....	....	....	....
Self-control	....	....	....	....
Obedience	....	....	....	....
Independence, moral	....	....	....	....
Fearlessness	....	....	....	....
Attack on difficult problems	....	....	....	....
Attitude in taking correction	....	....	....	....
Happiness in work	....	....	....	....
Happiness in play	....	....	....	....
Unselfishness	....	....	....	....
Consideration	....	....	....	....
Order	....	....	....	....
Speed	....	....	....	....
Accuracy	....	....	....	....
Application	....	....	....	....
Initiative	....	....	....	....
Investigative attitude	....	....	....	....
Persistence	....	....	....	....
Independence, physical	....	....	....	....

Key: ++ Quality very well expressed; + Quality expressed;
☐ Needs help

REPORT FOR PART-TIME TRAINING STUDENTS[1]

Both the students themselves and their parents are interested in knowing the progress which the students make in their part-time training work just as they are in their regular school work. Formal

STUDENT REPORT TO PARENT OR GUARDIAN

School year 193...., 193....

Name of Pupil............ Subject............ Teacher............

Objectives of............................ High School

	Periods 1	2	3	4
1. Does this student show a habit of responsibility?	....	....	....	....
2. Does this student show good emotional control?	....	....	....	....
3. Does this student cooperate well with others?	....	....	....	....
4. Does this student show well-developed study or work habits?	....	....	....	....
5. Does this student get his or her work done on time?	....	....	....	....
6. How has this student met the minimum requirements of the course?	....	....	....	....
7. Does this student give evidence that he does work in this subject by himself beyond the requirements?	....	....	....	....
8. Is this student, in the judgment of the teacher, capable of doing better work?	....	....	....	....
Attendance 1. No. days in period	....	....	....	....
2. No. days absent	....	....	....	....
3. Times tardy	....	....	....	....

[1] From booklet "Utilizing Community Resources for Vocational Guidance and Training," by M. P. Moe and L. O. Brockman. P. O. Box 217, Helena, Montana. (Used by permission.)

Key:

Yes..........	
No...........	S—His work is satisfactory
	H—His work shows high accomplishment
U—Usually	C—He is conditioned
R—Rarely	F—He has failed
O—Occasionally	Signature of Parent

reports once every six or nine weeks are sufficient. It is difficult for employers to evaluate the work of students in terms of percentage. A report card which will probably be satisfactory is the following:

VISITS TO PLANTS[2]

1. Try to be prompt—remember the trouble and expense involved in showing the plant to you.
2. Ask for the person in charge of the party visiting the plant.
3. If late, offer to wait for the next party or to be led to overtake the party ahead.
4. Stick close together. Always maintain close communication with the persons ahead of you.
5. Don't talk with employees unless encouraged by the person guiding the party.
6. Observe workers. Don't try in one visit to learn the technical knowledge of the factory or store.
7. Things to observe in a visit.
   a. A close-up view of automatic work.
   b. A view of the work of machine-tending.
   c. The various kinds of semiskilled work.
   d. The skilled jobs.
   e. Scientific management of materials, machines, and men.
   f. Methods of directing the work—foremen.
   g. Safety devices.
   h. Sanitation of plant and rooms, lighting, ventilation.
   i. Evidences of employee activities: suggestion boxes, plant paper, bulletin board, recreation, athletics.

[2] Lincoln, M. E., and Brewer, J. M. *How to Teach Occupations.* A Manual for Teachers to accompany Brewer's *Occupations.* Ginn & Company, 1937, p. 125. (Used by permission.)

j. The clerical workers.
k. The executives.

8. Things to ask about if opportunity is given.
   a. Process of hiring.
   b. Methods of teaching the work.
   c. Rules of the factory and how administered.
   d. Causes of failure of discharge.
   e. Relations with labor organizations.
   f. Methods of promotion.
   g. Lunchroom arrangements.
   h. Employee activities.
   i. Method of setting and paying wages.

[3]SURVEY OF COMMUNITY RESOURCES: OCCUPATIONAL

1. Town............................ County....................
2. Organization Making Survey....................................
3. Supervisor of Survey................... Address...............
   Street and No.
4. Approximate Area of Community in Square Miles ....
5. Population (1940 Census)...... Present Estimated Population......
6. Youth Population: 14-25 years of age...... 15-20 years of age......
7. Is there a large racial group that affects community outlook or activity? Yes........ If so, what?..................No........
8. List major industries in order of importance.....................

SCHEDULE OF OCCUPATIONAL RESOURCES

9. Kind of Business: General Field.............................
   Specific Phase.............................
10. Name of Firm...
    Address ....
11. Official Reporting......................... Title...............
12. Number of Employees:
    a. Total Employees
       1. Full time: Male........Female........Total........
       2. Part time: Male........Female........Total........
       3. Total all Employees Male........Female........Total........

[3] From the Appendix of "Utilizing Community Resources for Vocational Guidance and Training," by M. P. Moe and L. O. Brockman. (Used by permission.)

b. Employees between 14-25
   1. Full time: Male........Female........Total........
   2. Part time: Male........Female........Total........
   3. Total 14-25: Male........Female........Total........

13. Seasonal Variation in Employment:
   a. Greatest number workers employed at any one time during past year............ What Month?............
   b. Smaller number workers employed at any one time during past year............ What Month?............

14. Labor turnover; number of workers during past year leaving employment because of:
   a. Death ....
   b. Retirement ....
   c. Change of work......
   d. Dropped for inefficiency....dishonesty....personality traits....

15. Is number of workers employed
   a. Increasing from year to year?...........
   b. Decreasing from year to year?...........
   c. Static?............

16. Beginning jobs in the industry:

a. Kind of Job — Nature of Work

....

....

b. Qualifications Required of Beginners:
   1. Education ....
   2. Age .... Sex............
   3. Special qualifications ....

   ....

   ....

   4. Tools, machinery, or equipment used by beginners.........

   ....

   5. Is opportunity for promotion good?......................

17. Jobs Requiring Some Experience:

a. Kind of Job — Nature of Work

....

....

b. Qualifications required:
   1. Education ....
   2. Age .... Sex............
   3. Special training required ....

   ....

   4. Other qualifications ....

....

5. Tools, machinery, or equipment used ....

....

6. Is opportunity for promotion good? ....

....

18. Jobs Requiring Considerable Experience:

1. Education ....
2. Special training required ....
3. Other qualifications ....

....

....

4. Tools, machinery, or equipment used ....

19. Are jobs primarily concerned with production (*a*) of goods?...... (*b*) of service?........of both?..............................

20. (*a*) What is minimum education required by the occupation?.....

....

(*b*) How much is highly desirable? ....

....

(*c*) Is educational preparation more important now than formerly? .... Why?.................................

(*d*) Are future educational demands likely to be higher?......... Why? ....

(*e*) Does the occupation require a general......or a technical education? ....

(*f*) What high school subjects are most useful in the occupation?

....

(*g*) What college courses are most useful? ....

(*h*) Must the worker serve an apprenticeship period?............

(*i*) Is training given to the individual after he starts work?.......

21. Income

(*a*) What is the average yearly income of

1. Beginners? ....
2. Experienced workers?
3. Top workers? ....

(*b*) What is the average income level to which the usual successful worker can look forward?................

(*c*) What is the common method of payment?..................

(*d*) What perquisites do workers enjoy that serve to increase the real income?

22. Conditions of Work
    (*a*) What are the hours of work?.........
    (*b*) Does the occupation entail any hazzards or danger to health? ....
    (*c*) Is the work regular or irregular?..........................
    (*d*) Does the occupation permit good opportunity for homemaking? ....
    (*e*) Is the work (*a*) indoors?.......... (b) outdoors?..........
    (*f*) Is the occupation overcrowded?............................
    (*g*) Is membership in a labor union
        (*a*) required?........ (*b*) prohibited?........
        (*c*) optional?........

SCORE CARD FOR ESTIMATING THE VALUE OF A VOCATIONAL BOOK USED FOR INDIVIDUAL READING[4]

By R. C. Woellner and R. L. Lyman

Name of author ______________________________

Title of book ______________________________

Scorer's name ____________________

Directions.—Examine the book, keeping in mind an average reader of a certain grade or age. Then examine the entire score card and begin by making your estimate of the three major numerical items—1, 2, 3. Write your estimates for the book you are appraising immediately below the numbers in the left-hand column of the card; finally adjust the sub-items in the right-hand columns as you think appropriate for the book in hand. Be sure to keep 1,000 points as a total, and accurate adjustments of all subtotals.

1. Content: Does the book adequately inform, interest, and inspire the reader?.	800		
(a) Occupational information: Is the book adequate in the following respects?		400	
(1) Is the description of the work reliable; that is, is it up to			

[4] *School Review*, University of Chicago, March, 1930. (Reproduced by permission of the authors and the publishers.)

date, representative and accurate?			150
(2) Does it present both the advantages and the disadvantages or the difficulties to be overcome?			75
(3) Does it explain the preparation necessary for success?...			50
(4) Does it set forth the personal qualities necessary for success as well as the personal traits that might handicap?			75
(5) Does it cover probable financial return, chances for advancement, and social standing of the worker?			50
(b) Reader's interest: Does the book arouse and sustain the reader's interest?		150	
(1) Is it rich in incidents, examples, concrete situations?.			50
(2) Does it show the romance, adventure, and contest of the occupation?			25
(3) Is the content reasonably within the capacity of a reader of average intelligence?			50
(4) Does it stimulate to first-hand investigation of the subject?			25
(c) Appreciations and ideals: Does the book tend to create desirable attitudes?		250	
(1) Does it present in a dignified and reserved manner the values of the work to society?			50

(2) Does it broaden the reader's sympathy for, and understanding of, the workers, showing the dignity of labor?			50
(3) Does it help to develop in the reader's mind genuine standards for estimating success in one's life-work? . .			50
(4) Does it stimulate the reader to a personal forward-looking program, helping establish self-appraisal and life-career motives?			100
2. Mechanical makeup: Is the book convenient and attractive?	100		
(a) Size and appearance		50	
(1) Is the size suitable for easy handling?			25
(2) Is the volume light and flexible, considering its size? . .			15
(3) Is the color pleasing?			10
(b) Printing and page arrangement . .		50	
(1) Is the paper of good quality?			25
(2) Are the length of line and the margins conducive to easy reading?			10
(3) Is the type legible and the inking distinct?			15
3. Composition and rhetoric: Is the book written simply, clearly, attractively? . .	100		
(a) Vocabulary: What is the degree of technicality and difficulty?		50	
(1) What is the range of vocabulary? (The number of different words in 1,000 should be about 500)			25
(2) What is the number of uncommon words? (The num-			

ber of uncommon words should not exceed 30-40 per 1,000, not found in Thorndike's list of commonest words.)			25
(b) Sentences: Are they appropriate in structure and length?		25	
(1) What is the proportion of simple sentences? (Should be about one-third of the total number of sentences.)			15
(2) What is the average length of sentences? (Sentence length should be about 25 words, as estimated by 25 sentences selected at random on 25 different pages.)			10
(c) Paragraphs: Are they of reasonable length and well connected?.		25	
(1) What is the average number of paragraphs per page? (Should average approximately 3-5 per page of ordinary size.)			15
(2) Is the coherence between paragraphs adequate? (The thought should be clearly sequential and progressive).			10

Information Regarding the Individual.

Two forms have been set up for gathering information about the individual: one, a *Questionnaire on Vocational Preference,* for him to fill out himself; and the other, *Qualifications of the Individual,* to be filled out by the teacher or counselor.

QUESTIONNAIRE ON VOCATIONAL PREFERENCE

(To be filled out by the individual)

School .... Grade ....

Name .... Age

I. If I had to choose my life work right now, I would probably choose one of the following vocations: (List three occupations in order of your preference.)

1..........................

2..........................

3..........................

I am particularly interested in the first of these occupations for the following reasons:

____

____

____

____

II. I have obtained information about occupations in the following ways: (Check (×) any which apply to yourself.)

.... (1) Reading books describing occupations.
(2) Observing workers to see how they carry on their tasks.
(3) Visiting industries and business establishments.
(4) Study and discussion in the vocational guidance class.
.... (5) Talking with workers about their work and its requirements.
.... (6) Working vacations or after school.
.... (7) Try-out (exploratory) shops and courses in school.
.... (8) .... (Other ways)

III. I have received the greatest help in thinking through these problems and formulating my educational and vocational plans from: (More than one may be checked and others added.)

.... (1) Father
.... (2) Mother
.... (3) Older brother or sister
.... (4) School principal
.... (5) Vocational guidance counselor
(6) Adviser or dean of girls or boys
.... (7) Homeroom teacher

.... (8) Classroom teacher, English, mathematics, or some other subject.
.... (9) Minister or priest or rabbi
....(10) Sunday school teacher
....(11) School friends
....(12) Worker in the occupation in which I am most interested.

....

IV. If for financial or other reasons I have difficulty in carrying out my plans for preparing for and entering the occupations indicated, I will: (Please check (×) one or more statements.)

.... (1) Stick to my plans anyway, hoping that something will turn up.
.... (2) Try to find another occupation in which I would be interested and which would be possible for me.
.... (3) Take whatever job presents itself.
.... (4) Try to find out more about my abilities to help me make another choice which is more suitable.
.... (5) Stop school because it is no longer of value to me since I cannot carry out my desires.
.... (6) Look up all I can about occupational opportunities and requirements, and try to readjust my plans.

State any other ideas you have regarding carrying out your plan.

V. I am planning to prepare for the occupation of my choice as follows: (Check (×) any answers that apply to your plan.)

.... (1) Take a college preparatory course in high school.
.... (2) Go to college or some higher institution for training after high school to take a/an........................course.
.... (3) Take a course in high school that will prepare me for the occupation I desire.
.... (4) Drop high school and go to a business or trade school.
.... (5) Go to a professional school after high school to take a/an .... course.
.... (6) Go to a professional school after finishing college to take a/an .... course.
.... (7) Enter "apprenticeship" or training on the job.
.... (8) Take a correspondence course.

Other means of preparation:

VI. The course I am now taking in high school is in line with my plans as indicated in V. (Please circle correct answer.)

Yes No

(Fill in name of course you are now taking.) ....

VII. My parents and I feel, in regard to difficulties in the way of my going to college, or obtaining training in whatever way is needful, that there will be: (Please *underline* the answer most nearly correct.)

No difficulty Some difficulty Great difficulty

I shall, therefore, have to earn my own way: (*Underline*)

In part Wholly

My father is a graduate of:
....Elementary school
....Junior high school
....Senior high school
....Business school
....Trade or vocational school
....College, university or normal school
....Other type of special school
....Music
....Art
..................any other

My mother is a graduate of:
....Elementary school
....Junior high school
....Senior high school
....Business school
....Trade or vocational school
....College, university or normal school
....Other type of special school
....Music
....Art
..................any other

QUALIFICATIONS OF THE INDIVIDUAL

(To be filled out by the teacher or counselor)

Name.................. Age.... School........ Grade....

Occupation of first interest ....

I. INTELLIGENCE RATING

As determined by group test
individual test ....

(Kind and form of test used ....)

II. SCHOOL ACHIEVEMENT

Looking over scholastic record of pupil in High School and, if necessary, checking back to Elementary School records, indicate the pupil's average achievement in the following major subjects.

In the blank spaces add any subjects in which the pupil has shown outstanding achievement; e. g., Music, Art, Shop.

(Indicate "Key" subject essential for proficiency in occupation under consideration; e. g., mathematics for engineering.)

	Excellent	Very Good	Good	Fair	Poor
English					
Mathematics					
Social Studies					
Science					
Key subject					

upper
The pupil is in the middle third of his or her class.
lower

III. PERSONAL QUALIFICATIONS: character traits; temperament; and human relations equipment.

(1) *Appearance:*

Ex. .... Expresses perfection of neatness and cleanliness; always suitably dressed.
VG. .... Is noticeably neat, clean, and attractive.
G. .... Average; would not attract particular attention for dress or personal appearance.
F. .... Could improve neatness and attractiveness.
P. .... Noticeably lacking in neatness, cleanliness, or personal attractiveness.

(2) *Health:*

Ex. .... Health records show perfect health and physical condition.
VG. .... Records show occasional minor illnesses.
G. .... Average record for health, occasional illness.
F. .... Is subject to somewhat frequent illness.
P. .... Serious or frequent illness.

Are there any particular physical disabilities that would disqualify this individual for the occupation of his choice? If so, please indicate the extent of disability:

Very seriously handicapped	Seriously handicapped	Handicapped	Recognizably handicapped	Somewhat affected	Not Much affected

(3) *Adaptability:* personal contacts; courtesy.

Ex. .... Is highly adaptable in personal relationships; courteous and well-liked.
VG. .... Is very adaptable both to individuals and groups.
G. .... Shows normal amount of courtesy and adaptability; does not antagonize people.
F. .... Sometimes fails to make satisfactory contacts but not habitually.
P. .... Thoughtless or inconsiderate quite frequently.
Negative .... Fails to adapt to situations; lacks courtesy and proper consideration of others.
No opportunity to observe ....

(4) *Cooperativeness:*

Ex. .... Capable of winning the support of others; and of accepting important responsibilities.
VG. .... Able to assume considerable responsibility; and to secure cooperation of most of the group.
G. .... Occasionally takes the lead; willing to work with others.
F. .... Satisfied to let others take the lead and does not always cooperate particularly well.
P. .... Self-centered, frequently refuses to join undertakings for the common good.
Negative .... Never wins group support; creates antagonisms.
No opportunity to observe ....

(5) *Temperament and emotions.*

Ex. .... Unusually well-balanced and controlled; excellent disposition and temperament.
VG. .... Well-balanced, even disposition; above average in common sense.
G. .... Average in reactions; sensible; rarely loses temper or becomes emotionally disturbed.
F. .... Occasionally over-emotional; uneven disposition with "ups" and "downs."
P. .... Is readily upset emotionally, easily moved to tears or fits of anger.
Negative .... Unresponsive and unemotional, extremely apathetic, staid; unmoved by emotions.
No opportunity to observe ....

(6) *Initiative:*

Ex. .... Seeks and creates additional tasks.
VG. .... Completes suggested supplementary work.
G. .... Does ordinary assignments of own accord.
F. .... Seldom thinks of things to do of own initiative.
P. .... Almost never does anything unless told to do so.
No opportunity to observe ....

IV. ABILITY TO CARRY THROUGH OBJECTIVES

(1) *Steadfastness and reliability:*

Ex. .... Stands loyally for principles and ideals; scrupulously fulfills obligations.
VG. .... Conscientious; honest; habitually willing and responsible.
G. .... Usually fulfills obligations; keeps word when given.
F. .... Fulfills obligations when convenient; rather careless.
P. .... Frequently neglects obligations; inclined to be undependable.
No opportunity to observe ....

(2) *Ambition; purpose; persistence:*

Ex. .... Intent on fulfilling well-formulated objectives; persistent and purposeful.
VG. .... Directs energies effectively with quite definite program; ordinarily steadfast.
G. .... Possesses average amount of ambition and desire to succeed; objectives being formulated.
F. .... Aims to just "get by."
P. .... Not particularly ambitious; no specific objectives.
Negative .... Nas neither ambition nor aim; drifts.
No opportunity to observe ....

Adapted from personnel record blanks of the: American Council on Education; the University of Rochester and other universities, and business and industrial firms.

The *Questionnaire on Vocational Preference,* and the blank *Qualifications of the Individual,* taken together, give his proposed plans, and an estimate of his abilities and characteristics. The information so gathered may then be compared with the requirements of the occupation he is considering in order to show his probabilities of success.

REQUIREMENTS FOR THE OCCUPATION
of
....

In checking you may use three types of marks:

(E) to designate that the factor and the degree of it indicated are *necessary* for success. (minimum requirements)

(D) to indicate a quality or degree *desirable* but not essential. (*Note:* Both of these checks may be used in rating the same factor.)

(O) to indicate a factor unimportant for success.

	Desirability and Degree Needed				
	Excellent	Very Good	Good	Fair	Poor
I. MENTAL ABILITY:					
II. SCHOLASTIC ABILITY:					
English					
Mathematics					
Social Studies					
Science					
....					
....					

(Designate "Key" subjects most essential for this occupation and degree of proficiency needed.)

III. EDUCATIONAL REQUIREMENTS: (Indicate types of training and amount of education necessary (E); desirable (D).

....Elementary school
....High school
....College
....Professional school

....Business school
....Trade school
....Apprenticeship
....Special training
....Other means of training.

IV PERSONAL QUALIFICATIONS: (Check and summarize on this table.)

	Excellent	Very Good	Good	Fair	Poor
Appearance					
Health					
Adaptability					
Cooperativeness					
Temperament and Emotions					
Initiative					

(Designate other qualities that you consider essential and degree of importance.)

....					
....					
....					

In scoring the degree of each quality needed for success in the occupation you are checking, keep in mind the following definitions, which are stated in terms of an individual. Select the point on the scale that expresses the *minimum* that an individual would need to possess, and mark this point (E) on the occupational rating sheet, then indicate the degree that would be *desirable* by (D). Be careful not to overestimate but to make distinction where possible between *minimum essential* and *amount desirable.* Think of this in terms of an individual fulfilling these requirements as per definitions.

Character traits; temperament and human relations equipment.

(1) *Appearance:* An individual would have opportunity for success in this occupation who:

Excellent ...Expresses perfection of neatness and cleanliness; is always suitably dressed.

Very Good..Is noticeably neat, clean, and attractive.

Good ......Is average; does not attract particular attention for dress or personal appearance.

Fair ....Might improve neatness and attractiveness.

Poor ......Is noticeably lacking in neatness, cleanliness or personal attractiveness.

(2) *Health:* An individual would have opportunity for success in this occupation who:

Excellent ...Has a health record that shows perfect health and physical condition.

Very Good .Has a record showing occasional minor illnesses.

Good .....Has an average record for health, occasional illness.

Fair ......Is subject to somewhat frequent illness.

Poor ......Is subject to serious or frequent illness.

Negative: Are there particular physical disabilities that would disqualify a person for this occupation? If so, please indicate:

(3) *Adaptability:* Personal contacts; courtesy; adaptability. An individual would have opportunity for success in this occupation who:

Excellent ...Is highly adaptable in personal relationships; courteous and well-liked.

Very Good .Is very adaptable both to individuals and to groups.

Good .....Shows a normal amount of courtesy and adaptability; does not antagonize people.

Fair ......Sometimes fails to make satisfactory contacts, but not habitually.

Poor ......Is frequently thoughtless and inconsiderate.

Negative ..Fails to adapt to situations; or lacks courtesy and proper consideration of others.

(4) *Cooperativeness:* An individual would have opportunity for success in this occupation who:

Excellent ...Is capable of winning the support of others; and of accepting important responsibilities.

Very Good .Is able to assume considerable responsibility; and to secure cooperation of most of the group.

Good .....Is able occasionally to take the lead, and willing to work with others.

Fair ......Is satisfied to let others take the lead; and who does not always cooperate particularly well.

Poor ......Is self-centered, or frequently refuses to join undertakings for the common good.

Negative ..Never wins group support; or who creates antagonisms.

(5) *Temperament and Emotions:* An individual would have opportunity for success in this occupation who:

Excellent ...Is unusually well-balanced and controlled; has an excellent disposition and temperament.

Very Good .Has a well-balanced even disposition; above average in common sense.

Good .....Is average in reactions; sensible; rarely losing temper or becoming emotionally disturbed.

Fair ......Is occasionally over-emotional; uneven disposition with "ups" and "downs."

Poor ......Is readily upset emotionally; easily moved to tears or fits of anger.

Negative ..Might be unresponsive and unemotional. Might be extremely apathetic; staid; unmoved by emotions.

(6) *Initiative:* An individual would have opportunity for success in this occupation who:

Excellent ...Seeks and creates additional tasks.

Very Good .Completes suggested extra work.

Good .....Does ordinary assignments of own accord.

Fair ......Seldom thinks of things to do of own initiative.

Poor ......Almost never does anything unless told to do so.

List other qualities that you consider essential for success in this occupation; and indicate the degree of each.

Adapted from personnel record blanks of the: American Council on Education, University of Rochester and other universities, and business and industrial firms.

The ratings of several workers in the same occupation should be combined with a view to increasing the

approximate accuracy of the ratings. It will require occupational research to determine the degree of mental ability and of proficiency in scholastic subjects and the degree of certain personal qualities needed by a wide variety of occupations in order to give us reliable standards. For present purposes, pupils and counselors can estimate these requirements by conferring with workers as to their preparation and their estimate as to other qualifications.

After these data on various occupations have been collected, through the questionnaire on *Requirements for the Occupation,* the occupations investigated may be alphabetized and findings summarized on the *Master Chart.*

Several sample occupations are cited here. They represent the best judgment the writer could obtain from workers and available research studies, but are not to be considered final authority.

A class in studying occupations might use the questionnaire on Requirements for the Occupation in recording information regarding the occupations being investigated. Pupils might then make a master chart for the class comprising the occupational interests represented in the group.

The Index of Congruence.

In order to work out in tabular form a means for measuring the degree of correspondence of an individual's equipment of knowledge and abilities with the requirements and the qualifications needed for carrying out his educational and vocational plans, the accompanying chart called the "Index of Congruence" has been devised. This chart is made up of criteria from which may be obtained by arbitrary weighting an index number called the "Index of Congruence" standing for the proba-

MASTER CHART OF OCCUPATIONAL REQUIREMENTS (E = excellent; V. G. = very good; G = good; F = fair; P = poor.)

OCCUPATION	MENTAL ABILITY					SCHOLASTIC ABILITY																				KEY SUBJECT					PERSONAL QUALIFICATIONS																														EDUCATIONAL REQUIREMENTS SCHOOLS							
						ENGLISH					MATHEMATICS					SOCIAL STUDIES					SCIENCE										HEALTH					APPEARANCE					ADAPTABILITY					COOPERATIVENESS					TEMPERAMENT					INITIATIVE												
MASTER CHART	E	V G	G	F	P	E	V G	G	F	P	E	V G	G	F	P	E	V G	G	F	P	E	V G	G	F	P	E	V G	G	F	P	E	V G	G	F	P	E	V G	G	F	P	E	V G	G	F	P	E	V G	G	F	P	E	V G	G	F	P	E	V G	G	F	P	ELEM.	HIGH	BUSINESS	TRADE	APPRENT.	COLLEGE	PROFESS.	SP. TRAIN.

KEY--- E=Essential D=Not Absolutely Essential but Desirable, O=Not Important to Success in Occupation

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MASTER CHART OF OCCUPATIONAL REQUIREMENTS

KEY: E-Essential, D-Desirable

OCCUPATION	MENTAL ABILITY					SCHOLASTIC ABILITY: ENGLISH					SCHOLASTIC ABILITY: MATHEMATICS					SCHOLASTIC ABILITY: SOCIAL STUDIES					SCHOLASTIC ABILITY: SCIENCE					PERSONAL QUALIFICATIONS: HEALTH					PERSONAL QUALIFICATIONS: APPEARANCE					PERSONAL QUALIFICATIONS: ADAPTABILITY					PERSONAL QUALIFICATIONS: COOPERATIVENESS					PERSONAL QUALIFICATIONS: TEMPERAMENT					PERSONAL QUALIFICATIONS: INITIATIVE					EDUCATIONAL REQUIREMENTS SCHOOLS							
	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	ELEM.	HIGH	BUSINESS	TRADE	APPRENT.	COLLEGE	PROFESS.	SP. TRAIN.
DANCER PROF.			D						D						D					D					D	E					E							E					E					D		E		E				E	D				D		E
DETECTIVE			E					E						E				E					E					D					D			E					D	E						E			E					E	D			D			D
DENTIST		E					E							E				E			E					E					E					E					D	E				E					D	E				E	E				E	E	E
DENTAL HYGIENIST		E						E						E				E			E					E					E						E				E					D	E					D	E			E	E	D			D		E
DIETITIAN		D						E					D	E				E			E					E					E					E					E					E					D	E				E	E	D		D	D		E
DIPLOMATIC SERVICE		D				E								E		E								E				E			E					E					D	E				E					E					E	E				D	D	E
DOCTOR'S ASS'T			D					E						E					E	E		E				D	E				D	E				D	E				D	E				D	E				D	E				E	E	D			D		D
DRAFTSMAN		E						E			D		E						E		D		E				D	E				D	E			D	E				E					D	E				E	E				E	D		D	D	E		D
DRAMATICS		D				E								D				E						D		D	E				D	E				E												D		E	E					E	E			D	D		D

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MASTER CHART OF OCCUPATIONAL REQUIREMENTS

KEY: E-Essential, D-Desirable

OCCUPATION	MENTAL ABILITY					SCHOLASTIC ABILITY: ENGLISH					MATHEMATICS					SOCIAL STUDIES				
	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P
TRUCK GARDENER			D							D					D					D
TYPIST		D	E					E					D	E				D	E	
UNDERTAKER		D						E						E				E		
UPHOLSTERER			D							D				E						D
VETERINARIAN		D	E					E						E					E	
WOOD WORKER			E							D					E					E

OCCUPATION	SCHOLASTIC ABILITY: SCIENCE					PERSONAL QUALIFICATIONS: HEALTH					APPEARANCE					ADAPTABILITY				
	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P
TRUCK GARDENER			D	E			D	E							D					D
TYPIST			D	E			D	E					E					E		
UNDERTAKER		E				D	E				E					E				
UPHOLSTERER			D	E				E						D	E			E		
VETERINARIAN	E					D	E						E				E			
WOOD WORKER				D	E			D	E						D				D	E

OCCUPATION	PERSONAL QUALIFICATIONS: COOPERATIVENESS					TEMPERAMENT					INITIATIVE					EDUCATIONAL REQUIREMENTS SCHOOLS							
	E	VG	G	F	P	E	VG	G	F	P	E	VG	G	F	P	ELEM.	HIGH	BUSINESS	TRADE	APPRENT.	COLLEGE	PROFESS.	SP. TRAIN.
TRUCK GARDENER				D						D			D			E	D			D			D
TYPIST			E					E					E			E	D	D					
UNDERTAKER	D	E				E						E				E	E			E			E
UPHOLSTERER			E						E				E			E	D			D			E
VETERINARIAN		E						E				E				E	E				E	D	
WOOD WORKER				D	E					D			E			E				E			

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bility of an individual's success in carrying out his proposed educational and vocational plan. It is based on the following criteria, the reasons for the selection of which have just been presented:

I. Degree of Comprehensiveness of Reasons for Choosing Occupation.

II. Degree of Utilization of Sources of Information Regarding Occupation.

III. Degree of Utilization of Sources of Counsel; Breadth of Contacts made by Individual.

IV. Degree of Flexibility of Plans.

V. Status as to Economic Conditions and Educational and Social Background.

VI. Degree of Individual's Correspondence with Educational Requirements of Occupation.

VII. Degree of Correspondence Between Requirements of Occupation and Qualifications of Individual.

VIII. Degree of Ability to Carry Through Objectives.

The arrangement of this chart is such that information regarding the individual and information regarding the occupation in which he is interested may be summarized, and the degree of correspondence between them indicated. This degree of correspondence constitutes on "Index" of the probable success of the individual in carrying out the educational and vocational objectives which he has in mind.

INDEX OF CONGRUENCE

Selected Criteria to Estimate Probability of Success in Carrying Out Educational and Vocational Plans.

Name........................ Age...... Address................

Occupation in which interested ....

I. REASONS FOR CHOOSING OCCUPATION:

Service to others ....
Suitability based on:
  Interest ....
  Ability ....
Remuneration ....
Demand ....

Degree of Comprehensiveness of Reasons Given

Ex.	VG.	G.	F.	P.

Points...

II. SOURCES OF INFORMATION REGARDING OCCUPATION:

Occupation permits of:	Individual has used:
Reading about	....
Observing	....
Interviewing worker	
Try-out	

Utilization of Sources of Information
Degree of Correspondence Between Sources Possible and Used.

Ex.	VG.	G.	F.	P.

Points...

III. SOURCES OF COUNSEL:

Teacher; counselor
Relative; friend
Worker in occup.

Utilization of Sources of Counsel
Breadth of Contacts Made by Individual

Ex.	VG.	G.	F.	P.

Points...

IV. FLEXIBILITY OF PLANS:

Degree of:

Ex.	VG.	G.	F.	P.	—1	—2	—3

Points...

V. STATUS

(1) Economic conditions:
(2) Educational and social background:

Ex.	VG.	G.	F.	P.

Points...

VI. EDUCATIONAL REQUIREMENTS OF OCCUPATION: Individual's Correspondence with

Occupation needs:	Individual plans on:
Elem. school	....
High school	....
Business school	....
Trade school	....
Apprenticeship	....
Coop. course	....
College	....
Prof. school	....
Spec. Training	....

Degree of Correspondence.

Ex.	VG.	G.	F.	P.

Suitability of Present Course.

Yes		Partly		No.
Ex.	VG.	G.	F.	P.

Points...

VII. REQUIREMENTS OF OCCUPATION; QUALIFICATIONS OF INDIVIDUAL:

.... (Occupation)	Occupation Requires:					Individual Possesses:					Degree of Correspondence: Above ← Required → Below								
	Ex.	VG.	G.	F.	P.	Ex.	VG.	G.	F.	P.	P.	F.	G.	VG.	Ex.	VG.	G.	F.	P.
(1) Mental Ability																			
(2) Scholastic Achievement																			
English																			
Mathematics																			
Social Science																			
Science																			
Key subject																			
(3) Personal Qualities																			
Appearance																			
Health																			
Adaptability																			
Cooperativeness																			
Temperament																			
Initiative																			
VIII. ABILITY TO CARRY THROUGH OBJECTIVES: (1) Steadfastness; Reliability. (2) Ambition; Purpose; Persistence.																			

VII. Points

VIII. Points ....

Directions for Scoring Index:

Numerical values may be assigned to the various sections of the Index according to desired weighting.

(e. g. If Ex.=5; VG.=4; G.=3; F.=2; P.=1, a perfect score would total 105 points if the "key subject" is included; otherwise 100 points.)

The weighting may be increased on any item, e. g., Mental Ability might be weighted more; likewise the "key subject" might be given greater value.[1] Total points would vary accordingly.

[2]A disability that would interfere with occupational success should receive a negative rating according to the degree of disability. For example:

Total	Very seriously handicapped	Seriously handicapped	Handicapped	Recognizably handicapped	Somewhat affected	Not much affected
− 100	− 75	− 50	− 25	− 15	−10	− 5

Summary of Points

I. Reasons	....
II. Sources of Infor.	....
III. Sources of Counsel	....
IV. Flexibility	....
V. Status	....
VI. Educ. Require.	....
VII. Qualities	....
VIII. Ability to carry through	....
Total	
Minus any handicap	

INDEX OF CONGRUENCE	Final Score

[1]This would vary with the demands of the occupations. For some occupations, e. g., lawyer, a high degree of mental ability in relation to other factors is essential; for other occupations, like artist, talent in the "key subject," art, is the outstanding feature. The weighting might be 2X as much or 5X, and so forth.

[2]To indicate degree of handicap to be overcome, consider disability in relation to requirements of occupation. Between points on scale may be used or weightings per points may be changed.

SUMMARY OF DIRECTIONS FOR INDEX OF CONGRUENCE

To fill out sections:

I. Reasons For Choosing Occupation

Check from reasons given in Section I of the *Questionnaire on Vocational Preference* filled out by the individual. Five well-stated reasons (Ex.); four (VG.); three (G.); two (F.); one (P.).

II. Sources of Information Regarding Occupation

Check, in left column, sources of information by which one might find out about his occupation. (Note: Some occupations may be tried out; for others try-out experience is impractical. Some schools have occupations courses; other schools do not, etc.) Check what is possible to expect in this particular case.

Check in right column, sources of information actually used by the individual as indicated in Section II of the *Questionnaire on Vocational Preference.*

Compare the two columns for "Degree of Correspondence" between sources of information for this occupation, and sources used by the individual. If all available sources have been used, mark (Ex.), etc.

III. Sources of Counsel

Check from Section III of the *Questionnaire on Vocational Preference.* If three sources (home, school, work) have been consulted, check (Ex.); if two, one of which includes worker, (VG.); if any other two, (G); if one, (F.).

IV. Flexibility of Plans

Check from Section IV of the *Questionnaire on Vocational Preference.* If (2), (4), and (6) are all checked by the individual, rate (Ex.); if any two are checked, rate (VG.); if one is checked, rate (G.). The reasons for the allowance of "good" for one correct answer of the three is that any one of the three alternatives, if followed out, is sufficient to bring about satisfactory adjustment of plans. If, however, any or all of (1), (3), and (5) are checked, the individual

is marked negatively, −3, −2, or −1, for checking three, two or one incorrect responses.

V. Status:

(1) Economic Conditions: From Status of individual and home as indicated from personal acquaintance, or by *Sims Scale of Socio-Economic Status,* and as indicated by the individual in Section VII of the *Questionnaire on Vocational Preference,* check estimate of economic status of the individual.

(2) Educational and Social Background: From personal acquaintance and Section VII of the Questionnaire on Vocational Preference, or from the Sims Scale, estimate status of individual as regards Educational and Social Background.

VI. Individual's Correspondence with Educational Requirements of Occupation:

From the *Master Chart of Occupational Requirements* or the blank, *Requirements for the Occupation,* check the left column as to educational requirements of this particular occupation.

Next check in the middle column the educational plans of the individual as indicated in Section V of the *Questionnaire on Vocational Preference,* and the suitability of course as indicated in Section VI of this Questionnaire.

Now mark the column at the right, Degree of Correspondence, according to the correspondence indicated between the items of the left-hand and middle columns. If there is perfect correspondence between the individual's educational plan and that required as a minimum for the occupation, mark (Ex.); and so forth.

If the individual's present course is in correspondence with his educational objective, mark (Ex.); if very nearly so, (VG.); if partly so, (G.) or (F.); if not in correspondence, (P.).

VII. Requirements of Occupation; Qualifications of Individual:

Check the left-hand column from the items on the *Master Chart of Occupational Requirements* or the blank on *Require-*

ments for the Occupation, giving degree of each of these items needed for this particular occupation.

Check the middle column from Sections I, II, and III of the blank entitled *Qualifications of the Individual* to be filled out by the teacher or counselor, giving mental ability, achievement in school subjects, and personal qualities possessed by the individual.

Check the column, Degree of Correspondence, by comparing the two left-hand columns. If there is perfect correspondence between items, check (Ex.), since it exactly meets the requirement. If one point short, check (VG.) on the "below" side. If one point in excess of requirement, check (VG.) on the "above requirement" side; and so forth, unless you prefer not to count off points for exceeding the requirement; in which case mark (Ex.) when the individual has fulfilled or more than fulfilled the minimum occupational requirement, and use only one side of the scale.

VIII. Ability to Carry Through Objectives:

Check degree of ability to carry through objectives from the blank filled out by the teacher or counselor *Information Regarding the Individual,* Section IV, (1) Steadfastness; reliability; (2) Ambition, Purpose, Persistence.

The *Index of Congruence* chart is valuable in counseling to show the relationship between what the individual has done and what he might be expected to do; between the qualifications he possesses and those he should possess to carry through his plans.

For concreteness, weighted values may be assigned to the parts of the Index if desired and scored as directed on the "Index" chart.

Weighting the Items of the Index.

Weighting the items of the Index involves personal opinion regarding the relative value of the criteria and a consideration of the accuracy of the measure. For the purposes of study and comparison of the items of the

Index, from an independent rather than a relative standpoint, the following scale of values may be used:[5]

Excellent correspondence	5 points
Very good correspondence	4 points
Good correspondence	3 points
Fair correspondence	2 points
Poor correspondence	1 point

The following illustration is developed from the sample scale for Section VII, p. 291

	Degree of Correspondence — Above				Required				Below
	P.1	F.2	G.3	VG.4	Ex.5	VG.4	G.3	F.2	P.1
(1) Mental Ability				×					
(2) Scholastic Achievement									
English					×				
Mathematics						×			
Social Science							×		
Science				×					
....Key subject									
(3) Personal Qualities									
Health					×				
Appearance					×				
Adaptability						×			
Cooperation							×		
Temperament						×			
Initiative					×				
				8	20	12	6		

46 Points

How a Counselor and Teacher of Educational and Vocational Information Can Use the Index.

Some readers may wonder how a teacher of the class in occupations, a group leader, or even a counselor can find time to use such a seemingly complicated device.

Is the Index of Congruence too complicated for ordinary use? The Index is based upon an analytical study of the individual and of the occupation of greatest interest to

[5] This scale does not weight any single item higher than any other item, but the aggregate of items for a section may be higher than that of another section. The weighting may be increased on any section by 2x, 3x, etc.

him. Data gathered in both instances correspond. The questionnaire regarding the individual's qualifications can be compared, item for item, with the requirements of the occupation. For example, the individual is rated on mental ability, achievement in school subjects, and a number of personal qualities. The occupation is in turn rated with reference to the degree of each of these qualities needed for proficiency. The Index Chart is really a summary of data and a means for comparison.

SELF-APPRAISAL QUESTIONNAIRE FOR HIGH SCHOOL PUPILS

First-year high school or ninth-grade junior high

By Mildred E. Lincoln

Name............ Grade...... School.......... Date......

1. Have you chosen your course of study for high school?
2. Do you intend to finish high school if possible?
3. Have you in mind one or more occupations for which you might wish to prepare?
4. Do you know how and where to obtain correct information regarding these occupations in which you are interested?

   (Check (√) on this list the *four* most reliable sources of information.)

   ....Observing and talking with different kinds of workers.
   ....Going to the motion pictures.
   ....Reading books and stories about various occupations.
   ....Hearing lectures on occupations.
   ....Taking trips to various industries and studying them.
   ....Asking your father or someone else to tell you about them.
   ....Traveling in as many parts of the country as possible.
   ....Getting "first hand" experience in as many different kinds of work as possible.

5. If you are thinking of going beyond high school to normal school or college, are you now taking a course which will prepare you for entrance?
6. If you are not finishing high school or if you are not planning to go beyond high school for further education, have you chosen a definite occupation for which you intend to prepare in high school?

7. Is the course you are now taking preparing you for a chosen occupation?

8. State one occupation in which you are interested and check its educational requirements. Occupation of ______________

   (Check Education required.)

   ....Elementary education.
   ....Junior high school.
   ....Senior high school.
   ....Private school (business, trade, etc.).
   ....Technical school (engineering).
   ....College.
   ....Normal school.

9. Have you planned the subjects which you will take next term? .... For the next 3 years of high school? ....

   Check on "Program Card for Tentative Schedule," Appendix A.

10. What do you consider the best reasons for "staying in school"? (Check the *four* best reasons.)

    ....Better preparation for life work chosen.
    ....Nothing else to do.
    ....Parents will not let you stop school.
    ....You want to go to normal school or college.
    ....Education increases one's enjoyment in life.
    ....Education helps one to be of service to others.
    ....You do not have to go to work so soon.
    ....Your best friends are staying.

11. State as many ways as you can in which you can show yourself a "good citizen" of your school.

SELF-APPRAISAL QUESTIONNAIRE FOR HIGH SCHOOL PUPILS

(10th grade)

By Mildred E. Lincoln

Name............ Grade...... School.......... Date......

1. Which electives or course are you taking? [Commercial, Foreign Language, Practical Arts (Technical), Industrial Arts, Home Economics, etc.] If you are not taking a definite course, give your major sequence.

2. Have you transferred to this course or changed in any way from the curriculum which you started?

3. If you have changed your course of study give your reasons for doing so:—Check (×).

....Did not like the course chosen at first.
....Did not succeed well.
....Wanted more practical work.
....Expected to leave school soon.
....Wanted preparation for college or normal school.
State other reasons ....
....

4. By whom were you advised to do so? Check (×).

....Principal.
....Vice principal.
....Girl's or boy's adviser.
....Guidance counselor.
....Parents.
....Homeroom teacher.
....Other persons ....
....

5. Do you like for the most part the course you are now taking? ....

   Have you been successful in it? (earning at least average marks) ....

   Have you failed one subject? ...... two subjects? ...... three or more subjects? .... none? ....

6. If you are not planning to go to college, do you intend to begin preparation for a vocation in high school? .... Are you now doing so? .... What one? ....

7. Have you been getting information this past year about occupations in which you are particularly interested? ....

   If so, which ones?

   In what ways? ....

8. Have your occupational interests changed during this past year? If so, indicate the change ....
....
....

9. Select an occupation in which at present interested. Name the occupation and check the education required in preparation for it.

   Occupation ....

   ....Elementary school
   ....Junior high school
   ....Senior high school
   ....Normal school
   ....College
   ....Professional school
   Other type of school ....

10. A unit is the credit given in a subject taken .... times a week for .... (how long?).

    How many units have you earned to date?.........
    How many units does your high school require for graduation?....
    How many units do most colleges require for entrance?.........

11. Have you definitely planned the subjects which you will take next term? .... For the rest of high school? ....

    Record your plans on card entitled "Program Card for Tentative Schedule," Appendix A.

12. Have you worked part-time during high school? Check (×).

    ....After-school work
    ....Saturday work
    ....Vacation work

    What kind of work?................
    ....
    ....

    Has this experience helped you to decide on the type of occupation you desire?

13. Has your progress in high school thus far been satisfactory? .... How may it be improved? ....
    ....

    Suggest definite ways you have in mind to improve your work, or your attitude, or both next term ....
    ....

14. Would you like to talk with a guidance counselor or someone regarding your program, choice of electives, college requirements, or other problems?
    If so, draw a circle around the study periods available.

Mon.	1	2	3	4	5	6
Tues.	1	2	3	4	5	6
Wed.	1	2	3	4	5	6
Thurs.	1	2	3	4	5	6
Fri.	1	2	3	4	5	6

Indicate study hall numbers for periods ....
....

SELF-APPRAISAL QUESTIONNAIRE FOR HIGH SCHOOL PUPILS

(Eleventh grade)

By Mildred E. Lincoln

Name............ Grade...... School.......... Date......

1. Which electives or course are you taking? [Commercial, Foreign Language, Practical Arts (Technical), Industrial Arts, Home Economics, etc.] If you are not taking a definite course, give your major sequence.
2. Have you transferred to this course or changed in any way from the curriculum which you started?
3. If you have changed your course of study give your reasons for doing so: Check (×).

   ....Did not like the course chosen at first.
   ....Did not succeed well.
   ....Wanted more practical work.
   ....Expected to leave school soon.
   ....Wanted preparation for college or normal school.
   State other reasons ....
   ....
4. By whom were you advised to do so? Check (×).

   ....Principal.
   ....Vice principal.
   ....Girls' or boys' adviser.
   ....Guidance counselor.
   ....Parents.
   ....Homeroom teacher.
   Other persons ....
5. How long have you been taking this course? Have you changed once? .... twice? .... or more? ....
6. Do you like for the most part the course you are now taking? .... Have you been successful in it? (earning at least average marks) .... Have you failed one subject? .... two subjects? .... three or more subjects? .... none? ....
7. If you are not planning to go to college, do you intend to begin preparation for an occupation in high school? .... Are you now doing so? .... What one? ....
8. Have you been getting information this past year about occupations in which you are particularly interested? .... If so, which ones? ....

In what ways? ....
....
....

9. Have your occupational interests changed during the past year? If so, indicate the change.
10. Select an occupation in which at present interested. Name the occupation and check the education required in preparation for it.

Occupation ....

....Elementary school
....Junior high school
....Senior high school
....Normal school
....College
....Professional school
Other type of school ....

11. How many credits or units have you earned to date? ....
12. Have you definitely planned the subjects which you will take next term? .... For the rest of high school? ....

Record your plans on card entitled "Program Card for Tentative Schedule," Appendix A.

13. Have you worked part-time in high school? Check (×).

....After-school work.
....Saturday work.
....Vacation work.

What kind of work?................
....
....

Has this experience helped you any to decide on the type of occupation you desire?

14. Has your progress in school thus far been satisfactory? ......
How may it be improved? ....
....
State definite ways you have in mind to improve your work, or your attitude, or both, next term ....
....
15. Would you like to talk with a guidance counselor or someone regarding your programs, choice of electives, college requirements, or other problems?
If so, draw a circle around the study periods available.

Mon.	1	2	3	4	5	6
Tues.	1	2	3	4	5	6
Wed.	1	2	3	4	5	6
Thurs.	1	2	3	4	5	6
Fri.	1	2	3	4	5	6

Indicate study hall numbers for periods ....
....
....
....

SELF-APPRAISAL QUESTIONNAIRE FOR HIGH SCHOOL PUPILS

(12th grade)

By Mildred E. Lincoln

Name............ Grade...... School.......... Date......

1. Which electives or course are you taking? If you are not taking a definite course, give your major sequence.
2. Have you transferred to this course or changed in any way from the curriculum which you started?
3. If you have changed your course of study give your reasons for doing so: Check (×).

    ....Did not like the course chosen at first.
    ....Did not succeed well.
    ....Wanted more practical work.
    ....Expected to leave school soon.
    ....Wanted preparation for college or normal school.
    State other reasons ....
    ....

4. By whom were you advised to do so? Check (×).

    ....Principal
    ....Vice principal
    ....Girls' or boys' adviser
    ....Guidance Counselor
    ....Parents
    ....Homeroom teacher
    Other persons ....

5. Have you taken this same course all through high school? ... Have you changed your plans and transferred to another course? .... once? .... twice? .... three times or more? ....
6. Have you liked for the most part the course you have chosen? .... Have you been successful in it? (earning at least an average of C) .... Have you failed one subject? .... two subjects? .... three or more subjects? .... none? ....
7. Have you been getting information this past year about occupations in which you are particularly interested? .... If so, which ones? ....
    ....

In what ways? ....

....
....

8. Have your occupational interests changed during this past year? If so, indicate the change in interests.

9. Select an occupation which at present you are interested in. Name the occupation and check the education required in preparation for it. Occupation ....

   ....Elementary school
   ....Junior high school
   ....Senior high school
   ....Normal school
   ....College
   ....Professional school
   Other type of school..

10. How many credits or units have you earned to date? ......

11. Have you definitely planned the subjects which you will take next term? .... For the rest of high school? .... Graduate work? ....

Record your plans on card entitled "Program Card for Tentative Schedule," Appendix A.

12. Have you worked part-time in high-school? Check (×).

   ....After-school work. What kind of work? ....
   ....Saturday work. ....
   ....Vacation work. ....
   Has this experience helped you any to decide on the type of occupation you desire?

13. If you are planning to go on next year to college, normal, business school or any school for further education, will you have met the entrance requirements by the time you graduate? .... Or will you need to return to high school for further preparation after graduation?

14. Have you definitely decided upon the college or school you wish to attend? .... Name .... Location ....

15. If you are not planning to go on in school as indicated in 14, are you planning to go to work? .... Have you a position in view? .... Do you know where to go to get a position? ...... Have you ever applied for a job? ......

16. If you are planning to go to college or to any school for further education check your reasons for doing so:

....To secure preparation for chosen occupation.
....For the pleasure of college associations.
....Because your parents want you to.
....Because you wish a broad general education.
State other reasons ....
....

17. If you are not going to college as indicated in 16, but instead are entering business or industry, do you intend to continue your education? If so, how? Check (×).

....Evening school.
....Correspondence school.
....Private business school.
....Trade or technical school.
....Private tutoring.

18. What would be your reason for further study? Check (×).

....Preparation for occupation.
....Continuance of the occupational training begun in high school.
....Broader general education.
....Preparation for college.
....Pleasure of recreation.

19. Do you know about training courses and opportunities in business and industry in your locality?
.... for high school graduates? .... for college or technical graduates?

20. Would you like to talk with a guidance counselor or someone regarding your program, choice of electives, college requirements, or other problems?
If so, draw a circle around the study periods available.

Mon.	1	2	3	4	5	6	Indicates study hall numbers for
Tues.	1	2	3	4	5	6	periods ....
Wed.	1	2	3	4	5	6	....
Thurs.	1	2	3	4	5	6	
Fri.	1	2	3	4	5	6	....

21. In what particular way do you feel that high school has been valuable to you? ....
....
How could it have been more so? ....

22. What qualities of citizenship gained in high school do you think will carry over and help you to be successful in the further educational or vocational life which you are now about to enter?

SELF-APPRAISAL QUESTIONNAIRE FOR PUPILS WHO HAVE DROPPED OUT OF SCHOOL[6]

Name .... Date ....

1. When you left full-time school in what grade were you? .... If in high school, what course were you taking? ....
2. Were you preparing for some definite occupation or line of work?
3. Did you enter the line of work for which you had been trained?
4. Have you now a definite occupation in mind for which you wish to start preparation or in which you desire further training?
5. If so, is this the occupation in which you are now engaged or along the same line?
6. Do you like the work in which you are now employed? Is there a chance for advancement in it? Would you want to stay in it and work up to higher positions or do you prefer an entirely different field of work as your life work?
7. Have you studied about occupations of various types so that you know the training and requirements of many kinds of work as a basis for your own choice of life work?
8. Check as nearly as possible any of your reasons for going to work:

....Did not want to stay in school.
....Wanted to earn spending money.
....Did not like course or work you were taking.
....Did not get along well with teachers.
....Did not think it worth while to stay in school longer.
....Had failed school work and felt discouraged.
....Wanted to get preparation for an occupation, for example, learn a trade.
....Parents wanted you to go to work.

[6] Mildred E. Lincoln.

....Father out of work.
....Your help needed to support family.
Other reasons ....

9. How did you obtain your present job? Please check.

....Through seeing advertisement.
....Through an employment bureau.
....Through a friend.
....Through your parents.
Other ways ....

10. What further education and specific training are you planning to take? .... What do you want most from this further study? Please check.

....To continue your general education (English, mathematics, etc.)
....To get further training in the work in which you are now engaged.
....To get training for a different occupation which you would like to do as a life work.

QUESTIONNAIRE FOR PARENTS

(Junior high school or grade preceding choice of course.)

1. Have you visited the school to observe the work of the school or to confer with principal or teachers?
2. Was this voluntary or did the school request an interview for some particular reason?
3. Have you consulted anyone at school regarding the future educational plans of your child? Regarding vocational plans?
4. Have you talked over with principal, advisers, or others the present term's school work and progress of your child?
5. What course of study is your child taking?
6. Before choice of course was made, did you understand the purposes of the various courses, subjects, and type of training each gives?
7. How did you receive this information? (Please underline.) From principal, guidance counselor, teachers; leaflets sent out by school; information brought home by child; contacts with other parents, neighbors and friends.
8. Did you confer with principal, guidance counselor or others in regard to the best course for your child?

9. Did you talk this over carefully with the child and plan his course and subjects with him? .... or did you feel that he could plan it best for himself? .... or did you leave it to the judgment of the school counselor? ....

10. Have you found the cooperation of the guidance counselor of help to you as a parent? If so, in what particular ways?

11. Miscellaneous questions:

    Is it worth while to have Parent-School Conferences? ....

    Is it worth while to have guidance counselors to do individual work with students and to confer with parents? ....

    Is it worth while to have a visiting teacher or counselor to keep in touch with the home? ....

    Do you prefer a home visit or a conference at school? ....

12. Have you attended Parent-Teacher Association meetings and Parent-School conferences quite regularly?

Remarks and Suggestions: We shall appreciate any suggestions you may have for better cooperation between parents and teachers; the school and home.

Name ....

Date ....

BOARD OF EDUCATION RADIO STUDIO
SENIOR HIGH SCHOOL DIVISION
"GUIDANCE IN PROGRESS"[7]

"Listen in and Learn to Help Your Child"

Tuesdays Stations WNYC-WNYE 1:45 to 2:00 P. M.

SELF-RATING BLANK FOR PARENTS OF HIGH SCHOOL YOUTH

How well do I know the high school my child is attending?

	Yes	No
1. Have I visited the school during open school week?	___	___
2. Have I observed its work in the classroom, the gymnasium, the shops, the clubs?	___	___

[7] Elsa G. Becker—Guidance Test—Parents—Series A. Director of Guidance, Christopher Columbus High School, Bronx, New York City. (Used by permission.)

	Yes	No
3. Have I met the principal, the counselor, the dean, the teachers?	___	___
4. Do I wait until my child is in difficulties before becoming acquainted with the place where he spends a quarter of each school day?	___	___

How well do I know the course of study my child is following?

	Yes	No
5. Do I know what subjects my child is required to study?	___	___
6. Do I know what subjects he has elected?	___	___
7. Do I know his reasons for choosing his elective subjects?	___	___
8. Have I some idea of what high school can do to develop my child physically, mentally, emotionally, socially, and spiritually?	___	___
9. Do I know the vocational values of the subjects my child is studying?	___	___

How much have I helped my child toward success in high school?

	Yes	No
10. Did I help my child select his high school course?	___	___
11. Did I help him select his elective subjects?	___	___
12. Am I interested in his report cards to the extent of inquiring into reasons for low marks, for lack of punctuality, for absence?	___	___
13. Do I encourage him to study under proper conditions by providing quiet, good light, etc.?	___	___
14. Do I insist upon good eating habits, exercise, and proper sleep as conducive to success in school?	___	___
15. Do I know the companions with whom my child associates and their effect upon his school success?	___	___
16. Do I know whether he is worrying excessively over home conditions?	___	___

PROGRAM CARD FOR TENTATIVE SCHEDULE

To plan requirements for graduation and electives to meet educational and vocational objectives

BOARD OF EDUCATION **ROCHESTER, N. Y.**

Name Grade Date

School________________ PROPOSED COURSE OF STUDY GUIDANCE DEPARTMENT

9B Grade	10B Grade	11B Grade	12B Grade	
Subjects	Subjects	Subjects	Subjects	Subjects
9A Grade	10A Grade	11A Grade	12A Grade	
Subjects	Subjects	Subjects	Subjects	Subjects
				(M)

Summary of Credits	Required Units	Earned Credits	Pupil's Further Plans Educational and Vocational
I. English			
Science			
....			
....			
....			
Mathematics			
....			
....			
....			
Social Science			
....			
....			
....			
II. 3 Unit Sequence or Sequences (Science, Mathematics, Social Science, a Foreign Language, Commercial, Practical, or Fine Arts.)			Counselor's Suggestions
....			
....			
....			
III. Other Electives (to make a total of at least 16 units.)			
....			
....			
....			
....			
....			
Total			

(Used by permission)

17. Do I make home a center of security for him against the knocks he gets outside of it by inviting his confidence? — —
18. Do I join with other parents, through the Parent-Teacher Association, in studying school conditions and trying to improve them? — —

Rate Yourself

If the answers to all questions except No. 4 are "yes," your rank is *excellent.*

If you have 16 satisfactory answers, your rank is *good.*

If you have 14 satisfactory answers, your rank is *fair.*

If you have not 10 satisfactory answers, your rank is *poor.*

Vocational Information Test.

The form of questions in a test should be varied. The multiple response type of question is largely used throughout the Brewer and Lincoln Vocational Information Test.[8] For example:

You should give careful thought to the choice of your life work because:

....(1) A suitable choice means success without further effort.
....(2) You will have more leisure time.
....(3) Your life work will occupy a very large share of your time.
....(4) There are many varied opportunities from which to choose.
....(5) A mistake in choice may affect home, citizenship, and other life activities.

---

[8] Brewer, J. M., and Lincoln, M. E. *Educational Information Test.* Chicago: C. H. Stoelting Co., 1931.

Brewer, J. M., and Lincoln, M. E. *Vocational Information Test.* Chicago: C. H. Stoelting Co., 1931.

(It should be understood by the reader that these tests are not given here as exemplifying perfection in tests, but that they do illustrate a procedure in test making for classes in occupations, and in measuring the results of instruction, that it is hoped will be helpful.)

See also Kefauver-Hand, *Guidance Tests and Inventories,* World Book Co., especially the *Educational Guidance Test* and the *Vocational Guidance Test.*

....(6) You will attain fame.
....(7) You will never need to change your plans.
....(8) Each person has his part to contribute through his life work.

Part II uses the completion type of answer:

Those workers who are engaged in buying and selling belong in a group of occupations called................(trade).

Those workers who grow most of our foods and raw materials belong in a group of occupations called..................

Those workers who make raw materials into useful products or who give service by keeping these products in repair belong in a group of occupations called..........................

Part III utilizes the multiple answer type in all of its three sections. In Section A the character of the work done is expressed in a descriptive phrase, and the pupil is asked to check the appropriate worker.

Check (X), in each case, the one worker whose work is best described:

A worker who operates the heating plant of a building is called:

....(1) Porter
....(2) Steamfitter
....(3) Mechanical engineer
....(4) Stationary or steam engineer

Section B of this Part reverses the procedure and, naming the worker, asks the pupil to select the phrase that best describes his work.

Check (X) in each case the phrase which best describes work done by the worker indicated:

A pharmacist is a worker who:

....(1) Treats sick animals.
....(2) Serves soda water and ice cream to customers.
....(3) Puts up prescriptions for medicines.
....(4) Keeps a candy store.

Section C contains miscellaneous information about occupations. For example:

Check (X) the one best statement to complete the following sentences:

An apprentice is a worker who:

....(1) Has completed his training for a trade.
....(2) Is being trained in a trade under supervision of skilled workmen.
....(3) Has learned the fundamentals of his trade and no longer needs supervision.
....(4) Is considering entering his trade but has not yet begun his training.

Part IV lists pairs of workers, one of whom in each pair needs more training than the other.

Check (X) the worker in each pair who usually has the greater amount of training or education:

....(1) Forester
....(2) Forest ranger

....(1) Mechanical engineer
....(2) Machinist

In this section, as in other parts of the test, the order in which the correct answers were placed was determined by chance, so that number (1) is correct in some instances and number (2) in others. A chance order may be determined by drawing slips for position.

Part V gives consideration to outstanding qualities needed by various workers. Section A mentions a quality needed in each case and directs the pupil to check the worker by whom this particular quality is most needed. (An explanatory note reminds the learner that all these qualities are needed by all workers, but in varying degree, according to the demands of the occupation.)

Which worker has to have the greatest *ability to get along with* all sorts of people?

....(1) Miner
....(2) Salesperson
....(3) Bookkeeper
....(4) Fruit grower

Section B reverses the order and names a worker, with directions to the pupil to select from a given list of qualities the quality most needed by this worker.

Check (X) the quality *most essential* for each worker indicated.

Stenographer:

....(1) Accuracy
....(2) Originality
....(3) Sympathy
....(4) Fairness

Designer:

....(1) Likeableness
....(2) Fairness
....(3) Originality
....(4) Courage

After the test items have been selected, the test must be tried out with groups of pupils of varying age and background. Even though the test items may have been carefully selected and arranged with pupils of a certain age in mind, the test, when tried out, may prove too easy or too difficult and need to be adjusted accordingly. This try-out will also give opportunity to revise or eliminate questions that show ambiguity of meaning or statement.

The coefficient of reliability was determined[9] for both the tests discussed in this chapter. Details of the actual working out of the method are contained in the thesis entitled "Educational and Vocational Informa-

[9] Kelley, Truman L. *Interpretation of Educational Measurements.* World Book Company, 1927. pp. 40-42.

tion," by Mildred E. Lincoln, which is on file in the Library of the Graduate School of Education at Harvard University, and in the Congressional Library, Washington, D. C. The coefficient of reliability for the Vocational Information Test was found to be .8863, with a standard deviation of .0086.

Educational Information Test.

In preparing the Brewer and Lincoln Educational Information Test,[10] seventy questions were selected, covering such topics as types of schools, courses of study, values of school subjects, and the relation of education and work. Part I, which is given below, illustrates the type of questions that may be used to check the educational background of a group of pupils. This Part may be adapted to fit any particular situation. If applied in more than one school or locality, it should probably not be scored for credit but should be used only as a basis for class discussion and as a background for individual counseling. Topics included in the other parts will be discussed as they occur, with a few selected items to illustrate each.

PART I

Check (×) the kind of curriculum or course in school which you have chosen:

...Commercial
...Vocational or trade preparatory (including practical arts, industrial and household arts)
...College preparatory or "academic."
...General (neither college nor trade preparatory)
...Technical
..................(Any other curriculum you may be taking)

[10] C. H. Stoelting, Chicago.

Check (X) your reason or reasons for the above choice of curriculum:

...Teachers advised you to take this course.
...Try-out or exploratory courses gave you an idea of this work.
...Other pupils told you about this work.
...Guidance classes gave you information about this course.
...Parents wished you to take this course.
...You felt that you would succeed best in this work.
...You thought you would like this course best.
...Other reasons ....

In the following list of subjects, the requirements will vary with the school and college under consideration. The purpose of this section is to help you to check up on your understanding of these matters in your own situation.

Mark (X) those subjects usually required of pupils in *all* courses.

Mark (R) those subjects required by most colleges for entrance.

Mark (C) those subjects usually taught only in the commercial curriculum.

(A subject might be included in two of these classifications, hence in that case checked more than once—for example, X R.)

...Art
...Bookkeeping
...Business English
...Commercial Arithmetic
...Cooking
...Economics
...English
   ...First year
   ...Second year
   ...Third year
   ...Fourth year
...Foreign Language
   ...French
   ...German
   ...Greek
   ...Latin
   ...Spanish
   ...Other languages
...Health education
...History
   ...Ancient
   ...Modern
   ...United States
....
...Junior Business Training

...Mathematics
...Elementary algebra
...Intermediate algebra
...Advanced algebra
...Plane geometry
...Solid geometry
...Trigonometry
...Mechanical drawing
...Millinery
...Music
...Office practice
...Salesmanship
...Science
...Biology
...Chemistry
...General science
...Physics
...Sewing
...Shop-work
...Shorthand
...Typewriting
.... Note: Add other
.... subjects taught
.... in your school.

Part II contains completion type questions on requirements for college entrance, names of courses, and other terms that should be familiar to pupils. An example follows:

In each of the following sentences fill in the proper words to complete the meaning:

A unit is the credit given for a course taken ....hours a week for .... (how long?)

Most colleges require .... units of high school work for entrance.

Part III covers a wide range of information about school and its activities. Samples from it are as follows:

Check the one best answer in each of the following sentences:

An exploratory or try-out course is one which:

...(1) Places a person in a position to see how he likes it.

...(2) Gives one a sample of various kinds of work to find out his abilities.

...(3) Prepares one for a definite occupation chosen.

...(4) A person can drop if he does not care for it.

If a student has chosen a curriculum not suited to his ability and interest it is better for him to:

...(1) Stick to whatever he starts whether he likes it or not.

. . . (2) Change his plans and transfer to a course which will meet his needs.

. . . (3) Take an easier course.

. . . (4) Drop school and go to work.

Part IV is concerned with the education needed by certain types of workers, and with the subjects of greatest value in various lines of work. For example:

Check (×) the one worker to whom the statement best applies:

Ability to read blueprints is likely to be required of:

. . . (1) Advertiser

. . . (2) Surgeon

. . . (3) Tailor

. . . (4) Sheet metal worker

Part V covers purposes of school curricula, and entrance requirements for colleges and for other schools for higher education.

Check (×) the following statements "yes" or "no."

. . . Yes Is the college preparatory course the best for a boy or
. . . No girl to take who wishes to learn a trade?

. . . Yes Is the study of English of value chiefly to learn to write
. . . No letters?

. . . Yes Is the purpose of the study of music in school to make
. . . No all pupils fine musicians?

. . . Yes To be successful in life must one have a college edu-
. . . No cation?

After the test items for the Educational Information Test have been selected, this test likewise should be tried out with groups of pupils of varying age and background, to be sure the test is suitable in subject matter and terminology for the group with which it is to be used.

The coefficient of reliability for the Brewer and Lincoln Educational Information Test computed in the same way as for the Vocational Information Test, was found to be .8276 with a standard deviation of .0151. These are considered good standards of reliability upon which to base investigations for both of these tests.

Scoring the Tests.

The test items should be numbered so that a key may easily be prepared on which the correct answers may be designated by a number; for example, in the accompanying illustration, number (3) is the correct answer:

A person who looks after mail, answers the telephone, and assists in an office is called:

....(1) File clerk
....(2) Typist
....(3) General clerk
....(4) Stenographer

In the tests described, one point credit was given to each test item. The highest score obtainable on the Vocational Information Test was 100; on the Educational Information Test, 70. Keys for these two tests were prepared and arranged in such a way that the answers could be superimposed upon the test papers. The front of the key in each case contains directions for giving and scoring.[11]

[11] C. H. Stoelting, Chicago, Ill.

APPENDIX B

LESSON PLANS
DRAMATIZATIONS
SUBJECT PRESENTATIONS
HOMEROOM PROGRAMS
FOR STUDY OF
EDUCATIONAL AND VOCATIONAL
INFORMATION

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For additional Lesson Plans, see 1937 edition of *Teaching About Vocational Life.*

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Appendix B

Illustrative Lesson Plans

A lesson plan does not need to adhere to any particular method throughout, but may combine several, as indicated in the samples that follow. An attempt has been made in these plans not only to illustrate methods, but in so doing to cover a wide variety of subject matter. The lesson plans included in this section were chosen with these two points in mind—variety of subject matter and diversity of procedure.

The reader will find that each plan uses several methods, such as discussion, reports, visual aids, and so on. Most teachers use combinations taking into consideration the material to be presented and the group of pupils.

It should be borne in mind that these are "sample" rather than "model" lesson plans, and as such are obviously subject to flexible treatment and further experimentation.

Plan 1

WORKERS WHO HELP EACH OTHER

By Mildred E. Lincoln

This dialogue was written by using the spontaneous answers of a group of pupils. The answers therefore appear in impromptu style. Any teacher may adapt the skit in like manner with her own group, using original answers throughout instead of the ones given here.

Introduction: Recently we discussed and summarized some of the purposes for studying occupations. One of these purposes was: "To help us to understand better the many ways in which the work of the world is carried on and to study some of the workers who contribute to our daily welfare." Our lesson today is on "Workers Who Help Each Other."

Miss L: We know that all people have a work to do, whether this work is in our classrooms in school as is yours at the present time, or in offices, shops, and factories. Think of the various workers who live near you. A few years ago these persons who are now going to their occupations were in school just as you are today. If you have a chance to talk with any of them during this term about their work and its requirements, they will probably tell you the importance of a good education as preparation for work; how necessary are the subjects you are now taking, and how fundamental for various lines of work are certain subjects, for example, mathematics for engineering; science for forestry; chemistry for nursing. In reality you, too, have a regular job in school demanding definite hours of work, promptness, attention, and right attitudes, just as your father, and perhaps your mother, and these other workers, have.

If you stop to think about it, you will realize that a doctor can be a doctor only because someone grows his food for him; someone else makes his clothes and shoes; other workers build his automobile and keep it in repair. So it is with a lawyer, a teacher, a machinist, a musician, and with ourselves. We

depend upon others far more than we realize. Let's think for a moment how our needs are supplied: The following story of Jack will illustrate this:

Jack is a boy who likes all kinds of sports and works hard in school as well. For breakfast this morning he had orange juice, shredded wheat, egg on toast, and cocoa.

What workers helped to furnish Jack's breakfast, Jean?

Jean: Manufacturer of foods.
Farmer
Baker
Storekeeper

Miss L.: From what parts of the country did his breakfast come?

George: From California or Florida.
Wheat fields of the West, and Shredded Wheat Factory at Niagara Falls, and South America.

Miss L.: What workers helped to bring these good things to his home?

Betty: Transportation workers on railroad and steamship lines; perhaps even airplanes! And the delivery-boy from the store.

Miss L.: Who probably prepared it for him, and served it?

Betty: His mother probably, and perhaps a maid served it, or maybe his sister.

Miss L.: Jack is wearing a woolen sweater, linen blouse, silk tie, knickers made of a mixture of wool and cotton material, woolen sport hose, and shoes of rather heavy leather, probably cowhide.

George, who are some of the workers who helped to provide Jack's clothes?

George: Cotton raiser and manufacturer
Farmer and cattle raiser
Knitting mill worker
Clothing factory workers
And transportation workers

Miss L.: Jack lives in a nice new house. His father and mother saved enough to buy the land and build a little house—not very expensive but homelike. Who are some of the workers who helped to build and furnish Jack's home?

Keith: The real estate dealer who sold the land
Architect who helped plan the house
Contractor
Carpenter
Mason
Plumber
Electrician
Painters

Miss L.: Betty, who helped to furnish it?

Betty: Artists for designing patterns for textiles
Furniture makers and rug manufacturers

Miss L.: Jack is fond of out-of-door sports, but after supper he likes to curl up in a big chair and read a good book. Miriam, who are some of the workers who provide his books?

Miriam: Author
Printer
Bookbinder
Publisher

Miss L.: Yes, besides paper-manufacturers, proofreaders, illustrators, and designers for covers. Speaking of books reminds me of school! Of course, Jack goes to school as you do. Who, besides teachers, make an education possible for you and Jack? Keith—

Keith: Parents
Lumberman for paper
Miner
Pen and pencil manufacturers
Desk makers
Writers of books and book makers
Lunchroom workers
Librarian
Janitor

Miss L.: Yes, and many others. Jack is quite excited today because his father just purchased a new automobile. If you were talking to Jack's father about this lesson, tell him some of the workers who helped to make his car, Ralston.

Ralston: Rubber growers and manufacturers
Glass maker
Iron miner and steel worker

Cloth and leather manufacturer, and before that the cotton farmer and the cowboy.

Miss L.: And now he will need the gas-station service man and maybe an automobile mechanic!

If anyone should ask you *why* all these people work—what would you tell him?

Miriam: To earn a living.

Miss L.: Are there no other reasons?

Jack: Because people like to make useful things.

Miss L.: Yes, and there are still other reasons—Jean?

Jean: I think, to help each other.

Miss L.: You have summarized three good reasons why people work. Jean, will you please make a note of these on the blackboard and perhaps the class can think of other reasons why people work:

(1) To earn a living
(2) To make useful things
(3) To help each other
(4) Other reasons.

You were asked to have ready for today a list of workers who contribute to your daily welfare—that is, who help each other—and you—

Jean, who are some of the workers whom you thought of? Yours was a nice list with about forty workers on it.

Jean: Teacher
Librarian
Dentist
Artist
Newspaper writer
Telephone operator

Miss L.: Who can add some others?

Betty: I can—
Doctor
Nurse
Barber
Dietitian
Dairyman
Dressmaker
Laundress

Miss L.: Keith, have you some different ones on your list?

Keith: Yes, Miss L., I have some others—

Miner
Street-car conductor
Policeman
Fireman
Shipbuilder
Coast guard

Miss L.: Ralston, you might add a few others, and then we will leave the rest for the other pupils to think of.

Ralston: Radio announcer
Engineer
Scout leader
Map maker
Aviator
Explorer

Miss L.: Do we also help these workers?

Miriam: Yes, because they not only help you; they help other people too,—and *each other.*

Miss L.: If you boys and girls had named *all* of the different kinds of occupations there are, how many do you suppose there would be?

George: About a thousand?

Miss L.: Of the more commonly known occupations, yes, but if we were to name all—Betty, what do you think?

Betty: Oh, I think just thousands!

Miss L.: Well, you are right, it is just *thousands!* It is estimated from 9,000 to 20,000 or more according to the fineness of specialization. For example, it takes about 125 different processes to make a suit of clothes or a pair of shoes. We might call all these workers, as you did today, clothing factory workers, or we might call them by their more specialized names; pocket-makers, buttonhole makers, designers, and so forth.

You will see that the workers we have mentioned today might be grouped into "Workers who help to feed us;" "Workers who help to clothe us" and "Workers who help to shelter us," and so forth.

Yesterday I asked you to look up the meaning of certain words. We have used these words all through our lesson today and I wonder if you can now give me the correct meanings.

Miriam, what is an occupation?

Miriam: One's work or business. The dictionary says "that to which one's time is devoted, or in which one is regularly employed."

Miss L.: Would robbing a bank be an occupation?

Keith: No, that is not helpful to the public.

Miss L.: How, then, would you define an occupation, Betty?

Betty: Work that helps other people.

Miss L.: That is one of the reasons we gave today as to why people work. How would this definition be? "An occupation is useful work that one does to make a living."

George, does the word "occupation" mean the same as "vocation?"

George: Well, I saw one book that said the word vocation is used to mean a calling or a life work, while an occupation might be something done just for a little while.

Miss L.: That's sometimes true, but usually we use the words with about the same meaning because for most people the work that occupies the most of their time is their life work. Did any of you find a definition of the word "Job?"

Ralston: I did. It means a piece of work.

Miss L.: That is good and fits quite well with an illustration Professor Kitson of Columbia University gives. He says a vocation might be used in a larger sense as one's field of work, for example, Medicine; one's occupation as the particular work one does, for example, Eye specialist; and one's job is the task one is doing at a certain time, for example, removing a cinder from the eye.

You might make a list now of the kinds of workers in your family and in your neighborhood. Keep track for a week of the types of workers you see on your way to and from school. If any building is being erected, watch carefully for kinds of workers. You will be especially interested in the play which will be given next week in which Hilda and Jack decide to entertain all the people who helped to build their

home. The lesson will be on homebuilders and homemakers and the play to be given is entitled "The Mazons Entertain." (See Plan 2, Appendix B.)

PUPIL ACTIVITIES

1. Find a picture that you think might look like Jack—or Jack's sister—or better, draw one. Label all the workers who helped to produce the articles of clothing he or she is wearing.
2. Find a picture of Jack's house—or draw it. Will the boys in the class label all the workers who helped to build the house, and the girls, the workers who helped to furnish it. Then both groups label the workers who help to protect it.
3. Girls: Find pictures of various articles of food, and label the workers who helped to produce them or bring them to us.

   Boys: Find a picture of Jack's father's automobile and label the workers who helped to produce it.

Directions to Pupils: Paste each of these pictures in the center of a sheet of paper. Indicate the workers by arrows pointing toward the article or part of an article furnished by each worker.

Directions to Teacher: Be sure that the pupils think in terms of *workers;* that is, not "shoes" or shoemaking" but *shoemaker.*

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Plan 2

THE MAZONS ENTERTAIN*

By Helen Derrick

Place: *Living room in the Mazons' new home.*

Time: Scene I—*Evening*
Scene II—*Evening one week later.*

CAST OF CHARACTERS

Jack Mazon / Hilda Mazon	*The house owners*
Henri	*The butler hired for the occasion*
The Maid	

The Guests:

Parsons	A carpenter
Billings	A plumber
Strasburg	A brickmason
Bruneaux	An interior decorator
Thompson	The contractor
Miller	A painter
Voorhis	The architect
Graham	An electrician
Borough	Landscape gardener
Donavant	A banker
Wylie	A merchant
Smith	The city manager

Miss Isabella Harrington, Hilda's aunt

SCENE I

[*The curtain rises on the living room of the* Mazons. *It is evident that the house and furnishings are new; yet the effect is artistic and comfortable.* Hilda Mazon, *young and attractive, shows distinct pleasure at being at last in her new home. As the curtain rises, she is seen finishing a telephone conversation.*]

*Used by permission.

HILDA. Like it? My dear, I make no apologies for my enthusiasm. Why I'm thrilled over every corner and every window pane.... Thanks a lot, dear. Of course, it isn't as fine as some homes, but it's what Jack and I've been planning for. Yes, it suits our tastes, and more important than that, it fits our bank account. Trouble? My dear, I've never been so disappointed in my life over the lack of anything! When I first told the members of the club that we were planning to build, they nearly swamped me with pity and sympathy. And actually, I had thought that maybe Jack and I both would regret trying to do it. But everybody was lovely; it seemed that their one idea was to please. Well, you must come over right away. I know you'll fall in love with my cedar-lined closets. Good-bye.

[*Hilda walks around the room, surveys it from different angles, moves a table a few inches to one side, adjusts a picture; then goes to window and stands looking out, humming, "Home, Sweet Home."* JACK *enters left.*]

HILDA. [*Turning.*] Welcome to our happy home!

JACK. [*kissing her.*] Still like it, ol' girl? Here, let me get some of this office grime off. This [*makes sweeping gesture around the room*] must be kept pure and unspotted from the world. [*Goes out right.*]

HILDA. [*Laughs.*] Silly! [*Sits.*]

JACK. [*From inside.*] Oh, Hilda, I've been thinking on and off all day where to hang that other picture.

HILDA. You mean "Venus at the Bath"? Where?

JACK. In the bathroom upstairs. [*Comes out, lounges on davenport.*]

HILDA. A new home is making you entirely too funny!

JACK. [*with a hurt look.*] Full many a wit is born to wise-crack alone and waste his humor on the desert air. [*With a significant look at* HILDA.] My dear, you must learn to recognize greatness, even if it is in your own home. [*Changing from bantering mood.*] Passed the brickmason who had such a devil of a time with that outside chimney. Wanted to know if everything suited.

HILDA. I never knew workmen to be so interested. Why, the plumber actually came around this morning to see if the drain to the kitchen sink was working all right.

JACK. [*In mock disapproval.*] Hilda, that isn't natural for a plumber. You've been flirting again.

HILDA. If I have, dear, I didn't stop with the plumber. Mr. Bruneaux—you know, the interior decorator—called this morning to say that if I had any problems concerning anything, such as—er, the proper hanging of pictures, to feel perfectly free to call on him.

JACK. By George, I've never known of as many people from different trades to work together so. Just yesterday morning, I saw the landscape gardener taking a squint at the yard on the south side. When he saw me looking, he said that perhaps he'd be down one day next week to move one of the shrubs—thought it would suit better somewhere else.

HILDA. Jack, I've been thinking about how perfectly lovely everybody has been in doing his part to build our home to suit us. Let's do something unusual....

JACK. [*Interested.*] Well?

HILDA. Just this afternoon, an idea popped into my head. Have you ever heard of a housewarming?

JACK. Housewarming? You mean friends giving a sort of surprise party when a family moves into a new home? Sure. But, Hilda, honey, one doesn't give one's self a housewarming. Emily Post says that is left for the other fellow to do.

HILDA. I know that, dear. My idea was to reverse the order. It's just this, Jack: Let's have an informal get-together for all who made this home possible.

JACK. But, Hilda, all these people didn't club together and give us this house. [*Gets up and walks around.*] Surely, you haven't forgotten the dickens of a time I had getting the financial end settled.

HILDA. It isn't that, Jack. You yourself just commented on the spirit of the people who did their work. There were so many different jobs to be done, and all were done so enthusiastically. It's the good will that went into the building of this home that I'm grateful for, and I'd like to show these folks just that.

JACK. [*Sitting on the arm of davenport.*] They were a fine lot, and every man of them working with one purpose in mind—to build a home to please you.

HILDA. And you.

JACK. No. Every time, the question was: Do you think this will please the madam? [*Gets memorandum pad from pocket.*] All right, let's entertain. I think it would be jolly fun to see all these folks together. Where do we begin?

HILDA. There's the architect, of course.

JACK. And the contractor and the carpenters and the brick-masons. [*Writing.*] Lord, Hilda, how're you going to get in touch with these fellows? So many of 'em you don't know by name.

HILDA. Really, my thinking hadn't got any further than the first step; that is, to entertain. Let's both think. [*After a pause.*] How about calling the contractor? Wouldn't he know?

JACK. My dear, he is a business man, not a social director.

HILDA. You don't think he could or would help, then?

JACK. Quite sure he couldn't. Yesterday, he was ranting around, tearing his hair about something that had gone wrong with the new office building. [*They both think.*]

JACK. I've got it—let's put a notice in the paper. You know, a sort of public invitation. Then they'd all be sure to be notified.

HILDA. [*Excited.*] That is a marvelous idea. Let's get it in tonight while we're keen over it. Let's see; today is Thursday. Thursday is not such a bad night to have it. Not many clubs, you know. How about next Thursday? Suit? Come on, now, let's write our invitation. [*Hilda sits at desk.* JACK *looks over her shoulder while she writes.*]

JACK. Careful now. You won't have anybody here if you make those guys feel that it's a silk hat and white glove affair. Yeah, change that.

HILDA. How's this? [*Hands paper to* JACK.]

JACK. [*Reading.*] *H-m-m.* That's to the point. Want me to do the phoning? Good. [*Goes to the telephone.*] Cumberland 2-865. Yes. That you, Barlow? This is Mazon speaking. Yes, Jack Mazon. My wife and I are doing something a little unusual in the way of entertaining next Thursday evening. Yeah, that's right. No, no indeed, no front page

story. Just run this public invitation on the society page: Mr. and Mrs. J. U. Mazon cordially invite all who helped in any way in the building of their new home to an informal reception in their home, 174 East Highland Avenue on Thursday evening, May 29, at 8:00 o'clock. Got that straight? Yes, better run it all week. Thanks, Barlow.

JACK. [*Coming down stage.*] Will there be food, dear?

HILDA. There will be food, dear.

CURTAIN

SCENE II

[*It is the night of the reception. The setting is the same as for scene one. As the curtain rises,* HILDA *is seen moving a vase of flowers from one table to another, straightening a chair, etc.*]

JACK. [*From inside.*] But Hilda, I thought it was to be an informal affair. Seeing a butler at the door will simply scare some of those fellows off.

HILDA. But, Jack dear, we know so few of these people I thought it would be easier for everybody if Henri would get their names and occupations and announce them. And besides, if they've never been met by a butler, the experience will be worth while.

JACK. He's such a formidable butler, dear. He even made me feel like sneaking in at the back door of my own house.

HILDA. Well, hurry up. Get yourself ready. It's nearly eight now. Send Henri to me, will you?

HENRI. Yes, Madame?

HILDA. You understand, Henri, that all these people are my guests and all must be shown the same respect.

HENRI. Yes, Madame.

HILDA. When all have arrived, be sure to go to the dining room to help there. That is all. [HENRI *goes out left.*]

JACK. [*Coming in right.*] What? Hasn't anybody come yet? [*Stands appraising* HILDA.] Gee, honey, but you're easy to look at.

HILDA. Thanks, dear, you're not so bad yourself. Remember to talk to everybody at least once. I think I hear some one now.

HENRI. [*At upper left door.*] Mr. Walter Parsons, carpenter. Mr. Paul Billings, plumber. [*Business of shaking hands and seating.*]

PARSONS. [*To* JACK.] This doesn't look like it did when I drove the last nail in the moulding.

JACK. [*Nodding toward* HILDA.] She has a knack of changing things, you know.

PARSONS. [*Grinning.*] They all do. Sometimes make us take out a whole floor because the grain of one board does't match.

BILLINGS. [*To* HILDA.] I put an extra kink in that drain pipe. Just a notion of mine that it would help. If it gives you any trouble, I'll be right over to fix it.

HILDA. Everything is most satisfactory now, Mr. Billings. I think the extra kink must work fine.

HENRI. Mr. Lemuel Strasburg, brickmason.

STRASBURG. [*After business of greeting.*] I stopped on the way in to see how that mortar was holding.

HILDA. We're quite pleased with the brick work, Mr. Strasburg. I really think it is the envy of the neighborhood.

JACK. [*Leading him over to where the others are.*] You know these fellows, Strasburg?

HENRI. Mr. Jean Bruneaux, interior decorator.

BRUNEAUX. [*A rather dapper Frenchman, with black waxed mustache, etc., takes* HILDA'*s hand, bows low. Looks around the room.*] Charming, Madame, charming. [*Goes quickly to left back, shifts a chair.*] There, it needs the light just there to bring out the coloring.

JACK. [*Extending his hand.*] It's my party, too, Mr. Bruneaux.

BRUNEAUX. [*Greeting him.*] You have a most livable home, sir.

JACK. Thanks to yours and Hilda's good taste, eh? Come over to meet some of these other fellows who contributed to its livableness.

HENRI. Mr. William Miller, Painter. [*Business of greeting.*]

MILLER. [*Sitting on arm of* PARSON'*s chair.*] How's the new job coming on?

PARSONS. Pretty fair. Soon be ready for painting; that is, if Mrs. W. A. doesn't change her mind again about the doors. We've already had to put in three different kinds of facings. It's not as much fun working for her as it was for these people.

HENRI. Mr. Kenneth Graham, electrician.

HILDA. [*Greeting him.*] That floor plug in the front room is exactly right, thanks to your suggestion, Mr. Graham.

JACK. You're just in time, Graham, to help Bruneaux here to come to some conclusions about the pros and cons of indirect lighting. We've been arguing until I've reached the place where I can't keep up with him any further.

HENRI. Mr. Arnold Thompson, contractor; Mr. John Voorhis, architect.

HILDA. Jack and I were beginning to think your business would prevent your coming to our—housewarming, shall we say. How are you both?

THOMPSON. To be perfectly frank, Mrs. Mazon, Voorhis and I have been standing out there in front arguing over that south gable. He wants to borrow it for another house entirely out of keeping with gables like yours.

VOORHIS. How do you like the finished product, Mr. Mazon?

JACK. Hilda and I both are more than pleased with it. Everybody seemed so anxious to give us exactly what we wanted that we have very nearly called it the Good Will House.

HENRI. Mr. George P. Donavant, banker.

DONAVANT. [*Greeting both.*] I can see by your expression that you were not expecting me.

JACK. You're wrong for once, sir. Just last night, I was reminding Hilda that if you had not accommodated me in the matter of loans the first ground could not have been broken.

DONAVANT. [*Slapping him on the back.*] You're all right, young fellow. [*Looking about.*] You know this party idea of yours certainly strikes my fancy. Let me know more of these fellows who cooperated in this building. [*They go over to group at right.*]

HENRI. Mr. Joseph Borough, landscape gardner. Mr. Henry D. Smith, city manager.

BOROUGH. [*Shaking hands with Jack.*] Mazon, I've decided after all not to move that shrub. The effect is quite good as it is.

SMITH. [*To* HILDA *and* JACK.] I couldn't resist coming to your reception. Not that I had anything directly to do with the building, but in representing the city, I stand for the folks

who did the paving, laid the water main, strung the light and telephone wires—all of which you builders could hardly do without.

ALL. Hurrah for the city, and the city manager!

HENRI. Mr. Edward Wylie, merchant. [*Business of greeting, etc.*]

JACK. [*In a stage whisper.*] You haven't come to collect, have you, good sir? [*Both laugh.*]

WYLIE. [*In the same tone.*] No, but the first of the month is just around the corner. [*Turning to* HILDA.] I don't think you could have made a wiser selection in your furniture, Mrs. Mazon. Really, this room is quite, quite lovely.

HILDA. The credit goes to all these people for their help in creating the effect.

THOMPSON. [*Bowing to* HILDA.] May I amend that statement? It was the considerate attitude of our host and hostess toward our work, and their appreciation of our efforts to please that are really responsible.

ALL. Three cheers for the Mazons!

HENRI. Miss Isabella Harrington, general town counselor.

HILDA. Aunt Isabella! What a delightful surprise!

ISABELLA. Surprise! Didn't you invite me? [HILDA *looks questioningly at* JACK.]

JACK. [*Rising nobly to the occasion, puts one arm around* ISABELLA.] Of course we did, and we'd have been jolly well mad if you hadn't come.

ISABELLA. You funny children. Your invitation included all who contributed toward the building of the house, didn't it? [HILDA *and* JACK *nod.*]

ISABELLA. Then the responsibility is wholly mine, because I first thought of bringing you two together. If it hadn't been for my prophetic vision, the house would not have been built.

JACK. [*Turning toward the other guests.*] Gentlemen, the guest of honor this evening is Miss Isabella Harrington, advance agent for house-builders. [ALL *applaud.*]

MAID. [*At right door.*] Dinner is served, Madam.

[JACK *offers his arm to* ISABELLA *and leads the way into the dining room.*]

CURTAIN

PLAN 3

GROUPING LIKE KINDS OF WORKERS

By ARTHUR H. BATES AND MILDRED E. LINCOLN

This plan was prepared as part of a radio program in Guidance, given by the Rochester School of the Air, Rochester, N. Y. It was used originally with seventh and eighth grade groups, but is suitable also for pupils of the ninth, or of higher, grades.

Mr. B.: Good afternoon, boys and girls. Following the lesson on "Workers Who Help Each Other," George Holmes came to me with a problem. Won't you tell the others what has been troubling you, George?

George: You see, it's like this. I have been making that list Miss L. asked us to make of "Workers Who Help Each Other." It seems as if I could go on adding more and more workers until there'd be hundreds of them. And I was thinking, I ought to know more about some of these occupations because some day I must choose my own way of earning a living. Miss L. advised us to begin to think about what our own occupation should be; that may make a difference in what we take in high school.

Mr. B.: That's very true.

George: But some of these occupations seem so different from others, even if we put them in these groups of "Workers Who Help to Feed Us," "To Clothe Us," and "Workers Who Help in Other Ways." Aren't there ways of sorting them out into two or three classes of work so that it would be easier to learn what they cover and what education you need for each one? If I could say "I'm going into factory work," or "I'm going into professional work," I could find out about one of the fields as a whole before I later pick out a particular occupation within the field.

Mr. B.: That's a good suggestion, George. Suppose we try to find some simple ways to group workers which will help us to get a clearer view of the different kinds of work in the world. Perhaps some of you can think of a plan. Marion, can you?

Marion: I think we could divide all occupations into two classes —mental and manual work.

Mr. B.: What would you think of that way of grouping workers, Harold?

Harold: Doesn't that mean thinking of them according to whether they work with their hands or their minds?

Mr. B.: Certainly. What do you think, Charles?

Charles: That wouldn't seem right to me. Many workers need to have trained minds as well as trained hands, like an artist or a surgeon. I'm thinking of my father, too. He's a manufacturer.

Mr. B.: Exactly. We can hardly sort all workers into groups on that basis. Some occupations *can* be thought of as largely mental, such as the work of the minister, the teacher, the writer; others as chiefly manual, like the work of the track repairmen on the railroad. But in most kinds of work, head and hand must work together and it would be hard to make any clear divisions of workers in this way. Some persons group occupations according to the degree of skill they require.

Carolyn: Wouldn't that be like grouping them according to the education required?

Mr. B.: To a great extent, yes. These occupations which require a considerable amount of skill usually demand a corresponding amount of education or training. By training we mean, of course, knowledge and skill pertaining to a particular vocation. The typist needs much skill with a good general education in English and other subjects. The surgeon has to have years of general education followed by a long period of special training in medical school and hospital.

Joseph: One book I was reading the other day said: "Do you like to work with people or with things?" I should think we could group occupations that way.

Mr. B.: Some persons do try to group occupations according to the variety of contacts they require with things or with people. Machine shop work and surveying mean work with machines and instruments, while sales work and teaching involve largely contact with human beings. If we think of the requirements of occupations on this basis it may help us to pick out work for which we are fitted. But no sharp line

can be drawn among all occupations in this way, for almost all occupations call for some dealings with *both* things and people. Occupations could also be grouped as indoor and outdoor activities. But here, again, we find occupations that are both, as, for example, the architect or the civil engineer, who may make a plan, and then actually supervise the work of carrying out that plan.

Some writers on vocations make no attempt to group like occupations together; instead they present alphabetical lists of vocations [1] to the number of one or two thousand; for example, beginning with "A" they would list:

Accountant
Acrobat
Actor
Advertising writer

By the way, what is happening to your mind as I begin to read this list?

Blanche: It skips around a lot from one kind of work to another that isn't related to it.

Mr. B.: The other day I heard a group of pupils talking with Miss L. They were tracing the first workers who help to produce certain articles we are using daily. It seems to me they illustrated how workers who do similar kinds of work group themselves together.

Miss L., would you like to talk this over with this group of boys and girls?

Miss L.: Surely I would. I have in my hand an ordinary pencil. Can someone tell me who was one of the first workers who helped to produce this pencil?

Francis: The lumberman or the forester.

Miss L.: Yes, the forester probably had charge of the forest area where the wood used for this pencil grew, and when the trees were ready to be used, the lumberman cut them down. What other workers were among the first to furnish the materials from which the pencil was made?

[1] See *Dictionary of Occupational Titles* which lists thousands of occupations alphabetically in large groups. Prepared by The Job Analysis and Information Section, Division of Standards and Research, U. S. Dept. of Labor; U. S. Employment Service.

Daniel: The miner, for the lead.

Miss L.: The lead in a pencil is really not lead at all but a substance called graphite. Sometimes this occurs naturally in the earth and some of it is manufactured. If you have been at Niagara Falls, you have perhaps seen the large graphite factories there. Soft coal, when put in an electric furnace and subjected to heat and pressure, changes to graphite. But in any case, whether the graphite occurs naturally in the ground or whether it is made by an artificial process, the miner produces either the graphite or the coal.

What other workers help to produce materials for the pencil?

Bernice: Where does the rubber come from?

Nelson: From rubber trees. It is a sort of sticky sap like the milk in the milkweed plant, and men gather this up.

Miss L.: Do you think of other workers besides those mentioned?

Robert: The tin on the pencil comes from metals that have been mined. I do not know how the materials for the paint and lettering are obtained.

Miss L.: Much of the paint we use, particularly the brighter colors, comes from coal tar. So, again, that would trace back to the miner as a first worker who produces these raw materials. Now, let's look at the chart which you have on the board.

Note: Have on board a skeleton outline of the accompanying chart, Classification of Workers, without the squares filled in.

Will Claude please take his place at the blackboard?

DIRECTIONS:

Note the five squares in the center of the diagram. Label the left one of these five squares.

AGRICULTURE

the next one to the right

FORESTRY AND
FISHING

and the middle square

MINING OR
EXTRACTION OF
MINERALS

These three squares represent the workers who produce the raw materials from which the pencil or other articles are made. Hundreds of workers have to do with making the different raw materials into the pencil. Suppose you were the general manager of a pencil factory. How would you get from the farm, forest, and mine, the wood, rubber, metal, and so forth from which to manufacture your pencils?

David: Decide how many pencils you are going to need and then order as much wood and other materials as necessary.

Miss L.: How would you probably send this order?

David: By mail, or maybe by telegram, if it was a rush order.

Miss L.: Lillian, how would the materials reach you?

Lillian: By freight, or express, maybe by boat if the wood came from the West via the Panama canal. Maybe some less bulky materials might come by airplane. They use planes a lot in some countries.

Miss L.: What workers have to do with transforming these raw materials into pencils?

Nelson: Machinists and operators of machines to do special things, such as cutting the wood, grooving it for the lead, stamping on the name.

Miss L.: After the pencils have been manufactured, what is the next step?

Harriet: They go to the stores where we buy them.

DIRECTIONS:

Miss L.: *Now label the fourth one of the five squares of your chart*

MANUFACTURE AND
MECHANICAL INDUSTRIES

And the last of the five squares on the right

TRADE

Transportation and communication workers link the groups producing raw materials with those manufacturing these

materials, and, in turn, the manufacturers are linked by communication and transportation with the workers who sell their products.

DIRECTIONS:

Connect all five squares together by

COMMUNICATION AND TRANSPORTATION

CLASSIFICATION OF WORKERS

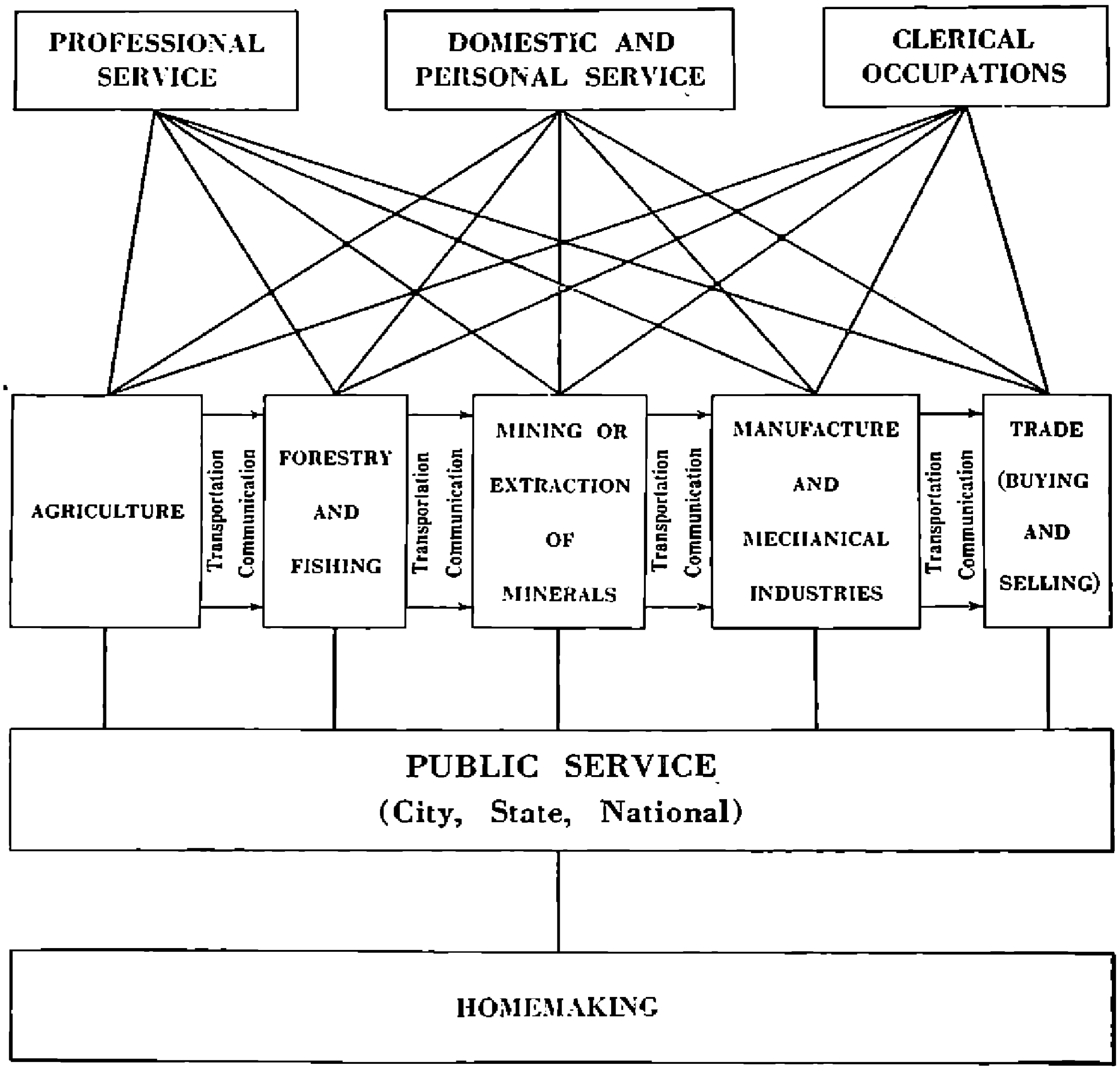

Chart by Arthur H. Bates (Used by permission)

Sometimes a jobber, or wholesale merchant buys up large quantities of pencils and then sells them in smaller quantities to the retail stores in your neighborhood. After the pencil

has been sold to you, is that the end of the story of the pencil except for your using it up?

Miriam: The store keeps a record of the sale, so they will know how many pencils have been bought and sold. If you pay cash that will be credited, and if charged, a bill will be sent to you later.

Miss L.: Who are some of the workers who are engaged in keeping a record of sales, making out bills, and doing office work?

Nancy: Bookkeepers, stenographers, cashiers, typists, billing clerks, file clerks.

Miss L.: Yes, these are the workers in business offices and factories who check up details and keep things in running order.

DIRECTIONS:

Label the upper square in the chart to the right

CLERICAL OCCUPATIONS

Miss L.: If you are to have training for your work, advice on business matters and care if you are ill, you need certain other workers to serve you in these ways. These are called professional workers. For example, teacher, lawyer, nurse, doctor, accountant, and others. You will note that all of these workers have to meet a certain standard of requirements before they can begin to practice their occupations.

DIRECTIONS:

On your chart label the upper left square:

PROFESSIONAL
SERVICE

You will find these workers who require a high standard of education, training, and experience, in all groups, for example, the scientific farmer with college training; the forester; the mining engineer; the chemist in a manufacturing plant; the buyer in a store, and so forth.

DIRECTIONS:

Draw lines connecting the professional group with each of the five groups, Agriculture, Forestry and Fishing, Mining, Manufacture, and Trade to show that in each of these groups

professional workers are found. Clerical—office workers—are also found in all groups. Draw connecting lines on your diagram to show this.

Besides these professional workers who give us services such as indicated, there are other workers who serve our more personal needs, such as barber, hairdresser, manicurist, launderer, cook, waiter, shoe-shiner, and so forth. These workers belong to a group called Domestic and Personal Service.

DIRECTIONS:

Label the middle upper square:

DOMESTIC AND
PERSONAL SERVICE

and connect this group of workers with each of the five groups below.

If industry and business are to be carried on under favorable conditions, what workers are needed that we may have a safe, well-governed, and protected place in which to carry on our business? If your pencil factory, for instance, caught on fire, who would protect it?

Louise: Firemen.

Miss L.: If someone tried to rob your factory?

James: Policeman and detectives.

Miss L.: Yes, and government officials, both state and national.

DIRECTIONS:

Label the square just below the five squares:

PUBLIC SERVICE (City, State, National)

Finally, there are those workers in your homes who care for your daily needs and look after your welfare. They are not usually paid for their services, yet they are perhaps the most important of all workers, for they include your mother and other home-makers.

DIRECTIONS:

Label the bottom square in your chart:

HOMEMAKING

Connect these two foundation squares with the squares above them, and your chart now illustrates the government (census) grouping of occupations and shows how all these groups are necessary to each other and interrelated.

The accompanying chart represents a "flow chart" showing how materials are transported, transformed, and sold, how the transactions are recorded, how farms, stores, industries, etc. are protected, and how all the groups of workers are bound together by the myriad relationships of occupational life.

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Plan 4

DIRECTED STUDY LESSON

By Mildred E. Lincoln

This illustration of the teaching of study techniques in gathering occupational information was used in the Summer Demonstration School of Teachers College, Columbia University. It presupposes an earlier lesson in which pupils have already looked up outlines of the various points to be considered in studying an occupation, and discussed them in class. While this study was used for a ninth grade group, it is adaptable for either older or younger pupils.

I. *Outline to Use in Studying Occupations.*

With the previously studied outlines in mind, have pupils refer to various books to see how these points are arranged. It will be evident that while the order and exact statement of these points differ, the points covered in the different outlines are essentially the same. Each pupil may select and arrange points for his own outline to be followed in studying an occupation, or the class may accept an outline as given in one of the reference books which the pupils have consulted, as for example, Myers, Little and Robinson, *Planning Your Future,* pp. 52-54; Kitson, *I Find My Vocation,* pp. 38-59; Brewer, *Occupations,* pp. 116; 162-165, and others.

II. *Looking Up Topics.*

Let pupils work in groups or individually. Pass out a different reference book to each individual pupil or group of pupils.

Discuss with the group the function of the Table of Contents and of the Index of a book. Let them examine several books to see topics covered, method of arrangement, and so forth. Note also indices of charts, and illustrative materials.

For drill in finding topics, give pupils topics to look up, and let them suggest others, for example, the grocer, dry-cleaner, lawyer, dietitian.

Do you find the "grocer" listed in the index with page references of material on the grocer? (Same question for other occupations.)

Do all books cover the same topics?

Do they place equal emphasis on topics? Note variation in number of pages devoted to agriculture, forestry, manufacture, professions, and so forth in the various books.

If a book is to be used as a text, how would its subject-matter differ from a book to be used chiefly as a reference book? (Note, in answer to this question, that a book planned to be used as a textbook may also be valuable as a reference book, but that to be well-balanced as a text its subject matter must not be overweighted in any field, and must show consistency of development from topic to topic. A reference book, on the other hand, may be wholly on one occupation or group of occupations; it may treat individual topics without relating these topics to each other. Often this latter type of book is a compilation of articles, each chapter written by an expert in a field, and the whole edited by one person or group of persons.) Use books to illustrate these types: Myers, Little & Robinson, *Planning Your Future,* (text); Filene, C., *Careers for Women* (compilation).

Now have each pupil in the class choose some topic of interest to him and look it up in several books. Make a list of these page references to be consulted later. Indicate for each reference, author, title of book, publisher, date of publication, page references.

Why is it important to mention the date of a book used for reference?

III. *Using an Outline for Study.*

Have pupils choose some occupation somewhat familiar and of interest to all, for example, photographer.

Put on the board an outline for the study of an occupation, selected by the class as a good outline to follow. Leave considerable space between headings so that points found may be entered under the appropriate topics.

Have each member of the group look up the topic chosen in the reference book which he has at hand. Pupils will note that in some books there are several chapters devoted to photography, and in others just a few pages. They will also note that there are many branches of photography, and that they would eventually need to narrow down to one particular type of the work if select-

ing this for a detailed study; for example, portrait, aerial, news, commercial, or medical photography, microphotography, cinephotography, and others.[2]

Do all books mention this occupation?

Give pupils time to look thoroughly and to read carefully.

Examples of Questions for Discussion

"Jack, what are the different branches of photographic work?" List these on the board.

"Mary, what do you find in your references about the work of each of these different kinds of photographers? Summarize this on the board under the heading of the outline covering 'Work Done,' for various branches of photography."

"Tom, what do you find in your references concerning the advantages of photography common to all branches or specific to some? Summarize your findings on the board under the proper heading."

"Sara, will you do the same for the disadvantages, and will you consider further, please, whether women might encounter disadvantages that men might not meet in some lines of photography? (News photography difficult for women.) Do you find mention of branches of the work in which women excel?" (Children's photography.)

"Joel, what aptitudes and abilities are common to all branches of professional as well as to amateur photography? [3]

"Bill, what do you find regarding the training needed by a photographer—does he need to go to professional school, or may he learn entirely from practical experience, or both?" Look up and discuss training for the various branches of photography.

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[2] Consult *Photographic Occupations*, by Captain Burr Leyson. E. P. Dutton, 1940.

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[3] See article, "Success in Photography," by C. B. Neblette, condensed from *Popular Photography* by Science Research Associates. Reprint No. 30.

"Jane, will you go to the library, please, and ask the librarian for a catalog on Photography schools, and you and Bill look up entrance requirements and courses offered in these various schools. I will help you outline these requirements and you may then put them on the board tomorrow."

(*Note.* The pupils will find that some of these topics are not covered at all in books they have and they will need to consult other references, or they may find the topic covered but not specifically designated as an "advantage," "disadvantage," etc. The teacher will need to help in selecting materials pertinent to points of the outline.)

"Who finds in his reference some mention of salary or income to be expected in this occupation?"

Have various references read aloud. Note the general ambiguity on this topic, since figures of this nature are difficult to obtain and writers do not like to have their books go out of date quickly, so they tend to generalize on this topic.

In like manner complete the rest of the outline. Have pupils contribute to each other's points, either by sharing reference books, or by going to the board and adding material they have found at the proper point of the outline, "advantages," "disadvantages," "training," etc.

Now make clear to the group that these scattered ideas on the various sections of the outline gleaned from several sources need to be written up into a well-phrased paragraph for each topic of the outline. The whole then should be completely unified and followed by a list of references properly arranged as previously indicated.

IV. *Using the Outline to Study an Occupation of Individual Interest.*

Have each pupil select an occupation of interest to him; choose an outline he wishes to follow for organizing his materials; look up the references; read and select materials to be arranged under the various topics of the outline; and, finally, write up the whole into a completely unified report on this occupation. He may accompany this report with pictures to show the worker doing his various tasks; to picture conditions of work, etc. He may wish to design covers for his report and prepare a "Career Book,"

or the class may do this as a joint project, appointing a cover designer, a board of editors to edit the reports, arrange pictures, index the book, etc. If this is done the editorial committee and the teacher should be sure that topics are well distributed and not overlapping, so that the book when completed will survey wide fields of work, representative of diversified individual interests.

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Plan 5

VOCATIONAL TRENDS AND THE CHANGING PATTERN OF OCCUPATIONAL LIFE.

(Suitable for Senior High School students)

Introduction.

We sometimes call the progress of man from primitive times to the present the "Pageant of Man." The long story of man's development has been brought out in Social Sciences. In the guidance period it is our purpose to see how man's better control of his own abilities and of his environment has affected present conditions and opportunities in occupational life.

By some persons it is said that unemployment is largely due to technological developments. Others assert that new discoveries eventually open up more opportunities for employment. Certain it is that from one decade to another the United States Census shows some groups of work to be increasing in number of workers while other groups are decreasing; that some occupations almost entirely disappear, and other wholly new occupations appear.

Approach.

An approach to this lesson might be made by showing a film that illustrates the rapid developments in some particular fields of occupational life, such as agriculture, transportation, manufacture. Use film of local industries if available and *up-to-date.*[1]

Specific Objectives

Major understanding:

Realization of the rapid developments of occupational life, its intricate relationships, the increasing need for cooperation among its participants; the necessity for careful, unbiased, and progressive thinking along social and economic lines in order to understand present situations and to orient one's self.

[1] The General Electric film, "The Yoke of the Past," shows changes that have taken place in agriculture. "The King of the Rails" and "The Queen of the Waves," also by General Electric, show developments in transportation, as do also "Transportation" and "On the Pathways of Progress," by Westinghouse Electric and Manufacturing Company.

Basic skills:

To be trained to alertness and a scientific attitude in utilizing techniques of investigation; to become familiar with reliable sources of information regarding technological developments and other changes affecting occupational life; to learn to evaluate facts and to apply them practically to the study of occupational opportunities.

Outline of Content	*Suggested Problems, Activities, References*	*Desirable Outcomes*
1. Someone has said that we have progressed to a more conscious control of ourselves and our environment. Another person has stated that this progress toward independence from our environment has been accompanied by growing dependence upon each other. Morgan sums this up as progress from the "Self-way to the Group-way."	Read Morgan, *Living and Working Together*, Chap. I: "The New World in Which We Live." Brewer, *Occupations*, Unit A: "The Past and Future of Occupations"; Unit C: Citizenship and Ethics in Relation to Work." Myer and Coss. *The Promise of Tomorrow*. Chap. I-V: "The Social Scene." Read Bedford, *Youth and the World's Work*, Chap. VII: "Future Opportunities for Youth."	Recognition of the intricate and inseparable relationships that have grown up in occupational life. The well-being or the problems of one group affects the welfare of all groups, making cooperation essential.
2. Some factors causing changes in occupational life. Lyon lists among others: Great increase in science and its application. Great increase in specialization. Great increase in scale of operations.	Read Lyon, *Making a Living*, Chap. V, with particular attention to chart, p. 79. Talk with parents and grandparents regarding changes in occupational life since they were young. List these. To what factors were these changes due? Apply Lyon's chart.	A glimpse of the kaleidoscopic changes that have taken place in a relatively short interval of time.
3. Changed requirements of occupational life and methods of preparation.	Compare old form of apprenticeship with present methods. Compare preparation for professions with "reading law," or becoming a medical practitioner, chemist, pharmacist, librarian, seventy-five years ago.	Realization of need for knowing present ways of entering vocational life.

Outline of Content	*Suggested Problems, Activities, References*	*Desirable Outcomes*
4. Changes in school courses and type of schools due to new demands.	Compare your present educational facilities with those of your parents and grandparents. At what age did they leave school? At what age may pupils now leave school in your state? What factors have tended to lengthen school attendance? Look up Compulsory Education and Child Labor Laws of your state. Compare the "Three R's" with your proposed program in high school.	Need to study present school offerings in relation to occupational requirements. Recognition of higher standards of education.
	What was the major purpose of the academies of colonial days? Read Brewer, *Occupations*, Unit B: "Education in Relation to work." Bedford, *Youth and the World's Work*, Chap. VI: "The Influence of Schools in Vocations." Read Myer and Coss, *The Promise of Tomorrow,* Chap. IX: "The Upward Climb."	Present need for broad educational foundation upon which to base specialization and retraining if need for that arises later on.
5. What are some of the newer developments in specific fields? A few suggestions to start your thinking:	Read Myer and Coss, *The Promise of Tomorrow*, "Vocational Adjustment," Chap. XI-XXIV. Maule, *Men Wanted*, Chap. X: "New Jobs in the Making." Williamson, *Students and Occupations*, Lessons 96-97. Add to suggestions in these and other fields. Consult list in Kitson, *I Find My Voca-*	

Outline of Content	*Suggested Problems, Activities, References*	*Desirable Outcomes*
	tion, Chap. II, pp. 19-36, for unfamiliar occupations.	
Agriculture: Growing plants in water without soil.	Name the new occupations that these changes or developments have created?	
Building Trades: Use of glass bricks.	Do these new ideas, materials, or processes necessitate retraining former workers?	
Clerical Occupations: Growing use of office machines.	Name some types of office machines. Does your school teach their use?	Realize the rapid developments that have taken place in all lines of work, in order that interest may be awakened in these "New Frontiers."
Communication: Introduction of television.	What occupations occupations that will result from the introduction of television? Read "Looking Ahead to Television Occupations," by Alfred N. Goldsmith, in *Occupations,* the Vocational Guidance Magazine, Apr., 1938.	
Engineering: Importance of work of naval architects, aeronautical engineers, etc., in national defense.	List important defense occupations.	
Fishing: The use of certain kinds of fish for vitamins.	What occupations have been affected by vitamin discoveries?	
Government and Public Service Great increase in number and types of appointees. *Note.* Positions in this field have grown so in importance that some universities have added courses in government, citizenship and public affairs, foreign trade, etc., to	List types of jobs appointed through Civil Service. Visit the post office to see present listing of examinations to be given. Send for catalogues from universities giving such courses. List occupations for which preparation is given directly or indirectly.	Recognition of the need for high ethical standards and for statesmanship in public affairs in dealing with our own problems, and cooperating in the solution of world problems.

Outline of Content	*Suggested Problems, Activities, References*	*Desirable Outcomes*
train for city manager, counselor, and other public service occupations.	Read Myer and Coss, *The Promise of Tomorrow*, Chap. XX: "Public Service," and other chapters that interest you.	
Labor: Attempt on part of industry to give continuity of employment. Social Security legislation. Encouragement of occupational versatility.	Study attempt, particularly on the part of local industries, to stabilize employment by tiding over the work of seasonal industries,[1] etc. Read "Two Strings to One's Bow,"[2] by Arthur C. Selke. Are we ahead or behind other countries in social legislation regarding compensation for injury, unemployment compensation, minimum wage laws, child labor enactments, compulsory schooling, old-age pensions? Add other types of legislation passed or under consideration that affect workers and employers. See Eastburn, Kelley, Falk, *Planning Your Life for School and Society*, Chap. XIX: "Group Cooperation Helps Us Gain Security." Compare different states in these regards.	Appreciation of problems of both employers and employees. Mutual responsibilities.
Machine and Metal Trades: New alloys and their uses. Processes of treating metals.	The streamline train and the airplane illustrate some of these uses. Name others.	
Manufacture: Growth and importance of defense industries.	Read, "The War and American Jobs," by C. E. Bowerman.[3]	
Personal Service: Steady growth of		

[2] *Occupations,* the Vocational Guidance Magazine, November, 1940.
[3] A monograph by Science Research Associates.

Outline of Content	*Suggested Problems, Activities, References*	*Desirable Outcomes*
such occupations as beauty-parlor operator in spite of "depressions." Is this growth in personal service work evident in your locality? Explain.		
Professional Occupations: Increased specialization. Increased requirements for preparation.	Give instances of such specialization in medicine, law, etc.; for example, admiralty lawyer, handling only collision cases at sea.	
Radio: Frequency modulation.	How will this affect radio construction and broadcasting? Name varieties of jobs in radio. Read in this connection *Occupations in Radio*, a monograph by Bartlett and Miller.[4]	
Science: Transmutation of metals. Utilization of atomic power. Development of "cyclatron."	Trace other developments in all fields of work to the discoveries by scientists, e. g., chemi-culture, and hybridization, in agriculture; plastics, in manufacture; sulfanilimide, in medicine.	
Trade: Growth of cooperative organizations.	Name some common illustrations of these. What is the principle of their organization? Name some occupations that have developed out of them.	
Transportation: Use of Diesel engines.	Investigate the literature of schools giving this training. Consult your nearest Better Business Bureau.	
6. What would you answer now to the statement that there are no "New Fron-		

[4] Science Research Associates, Chicago.

Outline of Content	*Suggested Problems, Activities, References*	*Desirable Outcomes*
tiers?" Write a reply giving proof of your point of view.		
7. Compare the Census figures in each of the major vocational fields and chart these for 1920, 1930, 1940. Chart the distribution of workers in your locality.		
8. What are some of the significant occupational trends?		
9. [5] Trends in occupational employment from 1870 to 1930.[6]	Read E. G. Williamson's *Students and Occupations*, pp. 59-64. Study Table I on p. 59 and Table II on p. 61.	Realization that one should not make a vocational choice solely on the basis of occupational trends; but the trend should give him a realistic understanding of the employment difficulties he may expect to encounter in the field of his choice.
A. Professions—eightfold increase B. Teachers—tenfold increase C. Middle-men—doubled D. Public Service employees—more than doubled. E. Farmers—decreased by half. F. Domestic service employees decreased by one-third. G. Manufacturing—decreased by one-third.	Draw a graph showing the occupational trends from 1870 to 1940 in some of the fields of work.	
Occupational trends for women A. Number of women employed increased 25.8% from 1920 to 1940. B. Increase in employment of women had been greater before 1920.	Read R. G. Williamson's *Students and Occupations*, pp. 64 and 65 and summarize the statements about occupational trends for women. Write to the Wo-	The employment of

[5] Sections 9 and 10 are adapted from a lesson plan for 10A Guidance classes, entitled "What You Should Know About Occupations." Department of Guidance and Placement, Baltimore Public Schools, Md. (Used by permission.)

[6] Bring these data and percentages computed by Williamson up to date by reference to the 1940 Census.

Outline of Content	*Suggested Problems, Activities, References*	*Desirable Outcomes*
	men's Bureau of the United States Dept. of Labor for additional information on occupational trends for women.	women has increased rapidly in all fields except agriculture.
10. Handicaps in predicting future occupational trends. A. Lack of understanding causes and the economic and social conditions.		
B. Absorptive capacity of an occupation depends on many factors.	Discuss the factors on which the "absorptive capacity" of an occupation depends. E. G. Williamson, *Students and Occupations*, p. 66.	It is difficult to predict future occupational trends, because of our lack of knowledge about underlying causes.
11. Discuss the statement by Whiting Williams[7] that it is too bad that it has required nothing less than a mechanized Blitzkrieg to remind us of the vital necessity and honorableness of efficient, productive work, whether at lathe or desk, and also of the superiority of cooperation over conflict between the various productive and social groups.	Read Myer and Coss, *The Promise of Tomorrow*, Chap. XXV: "A Final Word." Give examples of changes of thought regarding the social status of service and desirability of certain occupations. See the "Hierarchy of Occupational Levels," in E. G. Williamson's *Students and Occupations*, pp. 34-35, and from this consider how educational level affects type of vocation.	Development of appreciation and respect for all socially desirable work.

12. Suggested Integrations with Other Courses

Social Sciences:

Study of social legislation affecting occupational life.
Study of Civil Service and other types of public service occupations.

Science:

Application of the principles of chemistry, physics, etc., to industrial processes. Show relationship to new developments. Scientific progress the basis of new developments in aviation, television, medicine, etc.

[7] "Mainsprings of Men," *Occupations*, the Vocational Guidance Magazine, November, 1940.

English:

Growth of motion picture industry, radio, etc., affects fields of writing, dramatization, etc.

Mathematics:

Importance of mathematics in growth of many fields, such as actuarial work in life insurance, and other statistical types of work, as well as engineering and such occupations.

Add other school subjects according to curricula of local schools.

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PLAN 6

A SYMPOSIUM ON THE CONTRIBUTIONS OF SCIENCE TO PROGRESS

Worked out by a group of pupils in the Summer Demonstration School, Teachers College, Columbia University, in cooperation with the instructor,

MILDRED E. LINCOLN

This lesson plan illustrates the panel discussion (socialized) procedure as it might be used either in a class for the study of occupations or a science class. It was used with a ninth grade class but would be better for higher grades, with pupils having more background in chemistry, physics, and so forth.

I. Approach.

Ask pupils what school subjects they like best. From these answers, arrange groups interested in various branches of science, into committees. In arranging for a symposium, get the pupils interested in various sciences together and plan the program as a joint project.

II. Statement of Problem.

To see how science has contributed to the development of resources, to invention, and to the progress of man.

To study about new kinds of work that have grown out of scientific developments.

III. Procedure.

Let the groups of pupils interested in sciences get together and plan a program. Each pupil may suggest some scientific advance with which he is familiar—for example, the use of the radio beam in directing the course of airplanes; the gyroscope in balancing planes; the growing of plants without soil, hydroponics; the study of the control of insect pests in entomology; the use of radium in medicine; the use of light weight, high tensile strength alloys in airplane construction, welding to avoid rivets; the forecasting of weather conditions in meteorology. Each pupil should decide on the topic upon which he can contribute the most interesting materials. The groups as a whole should appoint a chairman. Subcommittees for each science may be formed if desired, e.g., astronomy, chemistry, etc.

CLASS DEVELOPMENT

A. Preparation:

1. The chairman should meet his panel group the day before to arrange order of speaking and check on their preparedness to speak. Prepare with the teacher a series of questions to guide discussion.
2. The chairs should be arranged in front of the room so that the members can go directly to their seats.
3. Put on the board the order of speakers and their topics.

B. The speakers: Arrange the order of speakers according to points of emphasis and logical sequence.

C. Class discussion: The class discussion should be preceded by a period of discussion between panel members to bring out important points and to clarify issues. The panel chairman, assisted by the teacher and members of the panel, can then lead the general discussion, following up points of interest brought out by panel members. The chairman and the teacher will have worked out a series of questions to bring about an orderly discussion of the topics agreed upon.

Such questions as the following are suggestive:

What is meant by the term *science?*

How have some of the developments along scientific lines affected our daily living? (For example: Sanitation as exemplified in the work of the plumber and the sanitary engineer; electrical conveniences and the contributions of the electrical engineer and the electrician; invention, and the result of the introduction of machinery in making products cheap and available to all, also the work of the machinist and the mechanical engineer as related to invention and its results; the discovery of new processes for preparing such metals as aluminum and steel for construction of bridges, ships, tools, sky scrapers, airplanes, and the part of the metallurgist in manufacturing these materials.)

One of our greatest modern developments has been the discovery of new sources of power. What are some of the ways in which we have learned to use new methods for obtaining power? (Trace the development from hand power to water power, use of steam, electricity, gas, solar rays, and the contemplated use of

atomic energy.) Name some of the occupations that are concerned with these new developments in power. (Physicist, electrical engineer, geologist, chemist, aeronautical engineer.)

Developments in transportation have been particularly interesting. In what particular line has great progress been evident? (Air.) What factors have contributed to this progress? (Scientific, exact instruments for determining air pressure, density, humidity, altitude, etc.; strong, light materials for airplane construction; the use of the radio beam for guiding the plane; the more exact determination of weather conditions, and the use of radio for quick communication; the compactness of the interior furnishings of the plane to insure comfort in traveling long distances.)

In what ways have health and safety been promoted through scientific discoveries? (The control of malaria through the extermination of the mosquito; the checking of typhoid through pure milk and food supplies; the prevention of disease through serums and toxins; the avoidance of occupational diseases and hazards through better working and housing conditions.)

As will be seen from the foregoing discussion, specialization, in which a worker becomes an expert in some one line of work, has become an essential factor in modern industry, but it must be remembered that a doctor, for example, can specialize in his work only because someone else produces his shoes, another group of workers produces his clothes, and another his food. Thus we find that the basis of our modern economic society is cooperation. The study of the factors governing society, and of the relationships of social groups, is called the social sciences. In another lesson the contributions of these sciences to progress—geography, history, sociology, economics, and so forth, can be considered.

Another group of sciences is concerned with the mind and its activities. Psychology has helped people to understand themselves and each other: It has taught them that each differs greatly in interests and abilities. How has this science affected our schools?

The science of getting along with others is perhaps the most important science of all. Personnel work in industry and guidance work in the schools help us to develop, toward our fellow-workers and others, right attitudes that will go far toward making our lives successful and happy.

IV. *Summary.*

Have chairman or committee of pupils representing each science group take notes of the discussion as it proceeds, and summarize the main points, taking especial care to bring out the fact that scientific discoveries bring new methods and therefore create new types of work and varied opportunities. Have the pupils list all new occupations mentioned in the discussion, in order that they may be informed as to the training and qualifications necessary for each new line of work.

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PLAN 7

The following outline may be adapted for a class studying occupations, or for any other school subject utilizing supplementary trips pertinent to the subject matter of the course. Certain sections may be selected (starred) for the guidance of such clubs, as "Know Your City" or "Community Life Study."

SUGGESTIONS FOR GROUP STUDY OF LOCAL INDUSTRIES[1]

Aims.

1. To acquaint the pupils with the many ways in which people make a living.
2. To find out about local opportunities.
3. To teach right methods of investigation.
4. To bring about cooperation and mutual understanding.
5. To show our dependence on the workers of the world.
6. Points to be emphasized and observed on each visit:
   a. Service rendered by workers observed.
   b. Difficulties they must encounter.
   c. Rewards they receive.
   d. Effect of work upon home life.
   e. The levels of training represented.
   f. Effect of modern inventions on the work.
   g. Contributions science has made.
   h. Representatives of these workers found in this community or nearby.
7. To study the organization of modern businesses and factories into departments and the high degree of specialization of the workers.
8. To show definitely the relation of school work as a preparation for life work.

Method of procedure: Project method.

*I. *Suggested types of projects:*

A. Study of typical local industries; for example, shoe industry, clothing industry, and the like.

[1] Adapted from suggestions by John M. Brewer, Harvard Bureau of Vocational Guidance, and Theodore Cassevant, Philip Livingston High School, Albany, N. Y. (Used by permisssion.)

B. Public utilities; for instance, gas and electric companies, street railways.

C. Commercial enterprises; for example, banks and retail stores.

D. Transportation and news, such as railroads, steamship lines, newspapers, telegraph, telephone.

E. Building trades. This project should show how the various workers cooperate in the construction of a building. Take for illustration a school or a public building under construction.

F. Engineering. Select any important engineering project, preferably local; for example, public highways, bridges, irrigation projects, and the like.

II. *Preliminary Plans:*

* A. Select and list the establishments decided upon.
Make necessary contacts and arrangements to insure cooperation and orderly procedure.

* B. Prepare a general instruction sheet for pupils taking trips.[2]

* C. Outline a preview to cover each trip.

* D. Obtain a film, if possible, from the local industry to be visited or one from another source covering the processes to be observed. This film will probably show processes in sequence and may supplement the preview or be used for unifying observations after the trip, or for both purposes.

E. Have pupils originate or select a satisfactory outline for the study of an industry that will serve as a guide for observation and preparation of oral or written reports,[3] such as:

1. Name and address of establishment; type of business.
2. Importance of the industry in the community.
3. A brief history of the development of the industry.

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[2] See "Visits to Plants," Appendix A.

[3] Consult standard forms for occupational research, White House Conference Report on Vocational Guidance, Appendix F. These forms may be simplified and adapted for use with pupils.
Chapter IV of text, and Appendix A, "Survey of Community Resources: Occupational."

4. Organization of the industry. Work out or obtain organization charts, if possible.
5. A brief story of the industrial process or work done.
6. A study of types of work found in the industry.
    a. Number of employees under twenty years of age in each department.
    b. Number of men and women in each department.
7. Study of one or more workers in each department.
8. A beginner in the industry.
    a. Beginning positions: training needed, methods of hiring, adjusting wages, and so on.
    b. Opportunities for growth and advancement.
    c. Chances for afternoon, Saturday, or part-time work.
    d. Wages, beginning and maximum, in chief departments.
9. Conditions of work: Health, safety, and permanent employment.
10. Suggestions of employers in regard to the work of the schools.

Sample Project. Public Utility—The Gas and Electric Company.

1. The field of public service. Responsibility to the public and interdependence.
2. History of gas and electric development (local situation).
3. Modern methods of manufacture, distribution, and utilization.
4. Organization and administration.
5. Interesting jobs at the gas and electric company.
6. A beginner in the industry.
7. Educational and promotional possibilities.
8. Health, safety, and permanent employment.
9. Qualities needed for success.
10. References.

Suggested questions for the investigation of neighborhood stores and shops. See Brewer, *Occupations,* p. 534.

* III. When the group has become definitely interested in certain types of work and has established a sufficient background of information, speakers may be invited to address them on such topics as, qualifications and training needed for different kinds of work, social and economic problems affecting workers, and other topics that would supplement their observations and enlarge their understanding of unobservable factors.

IV. Presentation of oral and written reports by members of group with opportunity for discussion.

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AN OCCUPATIONAL SURVEY

Prepared by Willard H. Mann, Jr.
Ardsley High School
Ardsley, N. Y.

General Statement

To encourage a study of local environment by the school children of Westchester County, a public-spirited citizen offered to donate awards for the year 1939-40 for the best essays submitted by individual pupils in the various secondary schools of Westchester County on a subject or subjects relating to the county or

to any local community; also for the best local school projects along similar lines, of either the secondary or elementary school level.

The essays, or the projects, according to the donor, should reflect "their interest in and study of the outstanding features of the community, the number of residents, its wealth, its industries and occupations, its recreational facilities, its parks and parkways, and outlining the living conditions of its inhabitants."

School Projects

In order to guide the pupils participating, and others interested in the year's program, the following criteria by which the projects were judged are set forth:

1. Choice of subject.
2. The amount and type of research.
3. General impression of the essay with particular attention to evidence of a changed attitude as measured by growth of the individual writer and increased knowledge.
4. Understanding and appreciation.
5. Manner of treatment, including originality and initiative.
6. Motivation of interest.
7. Style and individuality.
8. Value of content.
9. Scope and plan of contribution.
10. Probable value of the contribution to the general public.

The Ardsley Community Study

By the Freshman C Class

Committees of Students

1. Local government.
2. Schools.
3. Business establishments and occupations.
4. Organizations.
5. Churches.
6. Recreations.
7. Transportation.

Work of the Committee on Occupations

Places of Employment

1. Meat Markets.
2. Automobile Show Room.
3. Grocery Stores.
4. Bank.
5. Garages.
6. Drug Stores.
7. Restaurants.
8. Barber Shops, Beauty Parlors.
9. Post Office.
10. Dentists' and Doctors' Offices.
11. Coal and Lumber Yard.
12. General Stores.

A large colored map of the village showing location of each place of employment was part of this project.

Occupations in Ardsley

Total employed 177 (This does not include a large number of commuters not employed in Ardsley).

Different Occupations 42.

Ten highest occupations: Teachers, Storekeepers, Store Clerks, Greenhouse Workers, Water Department Employees, Restaurant Workers, Coal Distributors, Garage Mechanics, Barbers and Beauticians, Restaurant Managers.

Kinds of Occupations in Ardsley Classified According to U. S. Census

Manufacturing and Mechanical	*Agriculture*	*Trade and Commerce*	*Domestic and Personal*	*Transportation and Communication*
Plumber	Greenhouse worker	Storekeeper	Barber	Railroad agent
Shoemaker	Fishery worker	Druggist	Restaurant worker	Railroad gateman
Garage-Mechanic		Real Estate agent	Cleaner and dyer	Taxi manager
Blacksmith		Auto salesman	Beauty shop Attendant	Taxi driver
Painter		Garage mgr.	Dentist Assistant	Bus driver
Carpenter		Restaurant manager		Delivery man
Building Contractor		Druggist Helper		
		Store Clerk		
		Lumber Dealer		
		Coal Distributor		

Clerical	*Professional*	*Mining*	*Public Service*
Banker	Dentist		Post office worker
Typist	Nurse		Water Dep't employee
Bookkeeper	Doctor		Teachers
Secretary			Village officials

All information was charted and pictured as graphically as possible.

Students with cameras took pictures of workers at work, in some cases developed them, titled them, and mounted them on the loose pages of the book. The book was constructed and designed with the aid of the art teacher.

The students of the class took a great deal of interest in interviewing the employers and managers of all places of business in Ardsley. The chief feature of the project consisted of a large colored map of Ardsley (3′×5′) made by four students of the class. Different business establishments and community buildings were indicated by different colored rubber sponge on the map.

PLAN 8

SKILLED WORKERS IN INDUSTRIAL OCCUPATIONS [1]

NINTH OR TENTH GRADE

Two units introducing a study of opportunities in industry.

An approach is made to the entire field of industry by a discussion of the skilled trades related to the building, up-keep, and repair of machines and other equipment. Choose an industry important locally in which the children will be interested because of the employment of their fathers and acquaintances.

The lesson plan illustrates the use of discussion, individual and group reports, report of a committee of an interview, use of illustrative chart.

Objectives: To develop the following attitudes, skills, and knowledge:

Attitudes

- Right attitudes toward occupations in the skilled trades (Many of their fathers work in the shops).
- Realization of the importance of this type of work, especially now in our program of national defense.
- Ambition to develop qualities for success in some of these fields; to excel as machinists and mechanics.

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[1] Lesson Plan prepared at Teachers College, Columbia University, by Eleanor G. Hare. (Used by permission.)

Interest in self-analysis and self-evaluation with reference to jobs in the skilled trades.

Skills

Skill in ability to get a perspective of the field of the skilled trades.

Skill in self-analysis.

Skill in making an interview.

Skill in reporting an interview (oral report).

Skill in reporting information obtained from reading source material on machinist trade.

Knowledge

Knowledge of home city's big industries.

Knowledge of work done by skilled workers in the shops.

Knowledge of the qualities and attitudes that make for success in any vocation.

Knowledge of the opportunities offered by our school for training in the skilled trades.

Knowledge of great importance of this type of worker in our national defense program.

Initiation of Activities:

Preliminary study

Have class read selected references on skilled workers in industrial occupations.

Interest is aroused in this field of work by

1. Discussion of a typical occupation in the industrial field—that of a machinist. Example: Machinist in a well-known local shop or industry.
2. Presentation of charts, folders, and pictures about any local shop or industry.

UNIT I

Procedure—Socialized Recitation:

Questions asked to bring out knowledge of this local concern:

Work of the mechanics and machinists there.

Importance of this kind of work in our present program of national defense. (Read here a newspaper clipping about the shortage of skilled workers and the danger to our

national defense program. Also a clipping from local newspaper about the plan to make war supplies in local factories.)

How many of the pupils have fathers who work in the shops?

How many have been through the shops?

How many have seen our school shops where training is given in this type of work?

Is anyone in the class enrolled in shop work?

Plans for interview to be made the next day by three members of the class, who will report at the next meeting of the class. (The entire class participates in these plans.)

Special arrangements have been made through the Works Manager to have these three students interview a machinist in the shops. Class discussion brings forth a plan for the interview:

Nature of the work.
Kinds of workers.
Qualifications.
Advantages.
Disadvantages.
Opportunities
Training desirable.

Has work changed during the last ten or twenty years?
What about the future of this work?
New developments?
New types of training essential?

Assignment for Second Unit:

Report of committee of three.

Readings assigned to certain members of the class on the work of the machinist.

Reports by various members of the class whose fathers work in industry, on interviews with their fathers in regard to the work they do.

Unit II

Procedure:

Oral reports of interviews and readings followed by group discussion and plans for a *trip* through industry to be made the next week, and a trip through the shops of the High School the following day.

How many of the qualities and attitudes necessary for success in this type of work are the same as those we have discussed in relation to other occupations?

Tell the story of a man who was a trained mechanic in the industry until he retired, and how proud he is of the fact that he never mised a day's work in his long period of service. A skilled tradesman, faithful, loyal, not interested in working as few hours as possible, but in helping to build a product that excels and of which he could be proud.

The interest aroused in the trade of a skilled machinist should be followed up by studying in the same manner other occupations in this industry and others.

Evaluation of These Units:

By critical observation of committee reports, discussion activity manifesting interest, and authentic information obtained.

Interest shown as indicated by questions in regard to:

Reading in the field.

Qualifications of certain pupils.

Training opportunities in the school shops and elsewhere.

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PLAN 9

A LIBRARIAN IS INTERVIEWED*

By HELEN DERRICK

A Dramatization in a
Prologue and one short scene

MAIN CHARACTERS

ELIZABETH, CAROLYN	*High school girls*
MISS GRAHAM	*Public librarian*

PROLOGUE

[*In front of the curtain, at both extremes of the stage, are a small table, a chair, and telephone.* ELIZABETH *comes out from right, seats herself at the telephone, and proceeds to talk.*]

ELIZ. 426-J, please. Thank you.

[*Telephone at the other end of stage rings.* CAROLYN *comes out left. Answers.*]

CAR. This is Carolyn Davis speaking.

ELIZ. This is Elizabeth speaking, Carolyn. What have you been doing with yourself all morning? I looked for you at the drug store, but of course couldn't find you.

CAR. No, couldn't make it this time. Had to get vocationally minded.

ELIZ. It seems I stay that way. Every time I pass a man working, I want to stop and get his job analysis, whether he sits or stands, and if he stands, whether on one foot or both.

CAR. I think it's fun, though, don't you?

ELIZ. It surely is. Carolyn, I finally got Miss Graham at the library.

CAR. Fine! What did she say?

ELIZ. She said we should come down to the library this afternoon and she would show us what it means to be a librarian.

CAR. Don't you think we'd better plan a few questions to ask before we get there?

---

*Used by permission.

ELIZ. I thought I'd keep my job analysis outline in mind. Wouldn't that take in everything?

CAR. Yes, it usually does. Well, I'll meet you at the library at about four. Is that all right?

ELIZ. I'll be there. Good-bye. [*Both hang up receivers and leave stage.*]

[*The stage is set to show a section of a small public library. The charging desk should be at the right, two reading tables with chairs to the left and front, several book cases around the wall, a bulletin board with clippings and colorful book covers placed advantageously, several attractive posters, and a bowl of flowers on the desk. The catalog case is placed near the charging desk.*

When the curtain rises, several persons are in the library; two or three reading at the tables, several looking at books in the shelves, and two or three in line to get books. Miss Graham, librarian, is back of desk charging books. Carolyn and Elizabeth enter through door at the left back.]

MISS G. Hello, girls. I'm glad you could come. [*In lower tone.*] For a few moments I shall be busy, so will you browse around or, if you'd rather, observe what work a librarian has to do?

[*She stamps books and cards for two or three persons, who leave. The girls look around, then take their seats at one of the tables and look on with interest.*]

SMALL BOY. Have yo' got another wild west story?

MISS G. What was the last one you read, sonny?

BOY. Buf'lo Bill.

[MISS GRAHAM *goes over to book shelves, selects two or three, hands them to the boy who leafs through them.*]

BOY. How about this 'un?

MISS G. You'll like it. It's all about Indians and cowboys; and it has all the adventure you're looking for.

BOY. I'll take it. [*Has book stamped and leaves.*]

WOMAN. I've been asked to write a paper on southern gardens. Do you have any material that will help?

MISS G. We have two or three books on gardens. [*Goes to stacks, finds several books.*] Suppose you look through these to see if they will give you the kind of information you want.

[*Woman sits at table and looks through books, taking occasional notes.*]

MISS G. [*Going to Carolyn and Elizabeth.*] Today is busier than usual. While you're waiting, I think I'll let you open some new books. Do you mind?

GIRLS. We'd love to.

[MISS GRAHAM *gets several new books, and shows to the girls the proper methods of opening them. Gives them a paper knife to cut any pages not yet separated. Telephone rings.*]

MISS G. [*Answering telephone.*] Public library. Yes, Mrs. Jones. You want both of them renewed. I'm sorry, but the anthology is wanted for club study. Will you bring that one back as soon as possible? Yes, I'll renew the other.

ELDERLY WOMAN. [*Taking a new novel to the desk.*] What do the reviewers say about this book?

MISS G. [*Looks at book.*] Their opinions differ. Would you like to read some of the reviews? [*Gets the book of reviews, finds the page, and gives it to the woman, who goes to a table to read.* MISS G. *then joins* ELIZABETH *and* CAROLYN.] Finished already? That's a big help. Now while we have our minds on new books, I'll show you the things that have to be done to one. [*Brings old book to compare.*] Of course, we check the book with our order to see if it is the one we ordered, and that the book is not defective—no misprints, pages out, etc. Next we stamp the book as ours, add it to our list of books, or accession it, put its number here, mark it on the back, put the date slip, card pocket and card in, and it's ready for use.

CAR. What a lot to do to one book!

ELIZ. Does every librarian have to do all that you do here?

MISS G. [*Laughs.*] All those in small libraries do, but in larger places the work is divided: one person does the reference work, another the cataloging; another is assigned to the children's department, and so on, depending on the size of the library force or staff. Excuse me. [*Several persons get books, leave.* MISS G. *comes back to the girls.*]

CAR. What kind of person do you think should be a librarian?

MISS G. First of all, she must love books and people.

ELIZ. Why people, Miss Graham?

MISS G. Because a librarian serves the public. If she doesn't love the people who make up the public, there will be no real service given, and the work of the library will be ineffective. But if she does love people, her interest in them will inspire her to give them just the service which they need.

CAR. I can add other characteristics just from watching you. Patience and courtesy.

MISS G. Yes, indeed.

ELIZ. And, from what you've told us about getting new books ready, she must have a mind for detailed work.

MISS G. Good. I will tell you other fundamental qualities. Business judgment. You look surprised at that. My dears, it takes a good business head to make a limited amount of money cover the needs of the library for books, magazines, supplies, etc.

CAR. What else besides business judgment?

MISS G. Literary judgment—to determine what reading matter should be purchased to serve best the needs of the library's patrons.

ELIZ. And what else?

MISS G. You discovered that yourself; it is the technical skill for cataloging and for bibliographic work. One must also be able to type. Suppose you examine our catalog while I help this young man.

YOUNG MAN. I'm trying to get some information on television.

MISS G. I'm sorry, we don't have a single book on television. But you may find some discussion of it in the periodicals. [*Gets Readers Guide.*] Suppose you look through the list of articles given under the subject head. We have most of the magazines mentioned. They are filed away, that is, all copies except the last issues; but you may use the back numbers if you find something helpful.

CAR. [*Coming back to table.*] What about training for would-be librarians?

MISS G. A liberal college education is practically essential. Usually a girl gets her A.B. degree, and then takes a one-year library course in a good library school or she may take a library course which a number of colleges are offering now.

ELIZ. What about foreign language requirements?

MISS G. Some knowledge of foreign languages is almost essential, especially French and German. So much literature, and so many books, scientific articles, for instance, are not in English.

ELIZ. Can't a girl learn to be a librarian just by working in a library?

MISS G. That used to be the only way, and of course practical experience is still very valuable. But nowadays that sort of training is not sufficient for the different kinds of work that a librarian has to do.

CAR. Are there many opportunities for advancement?

MISS G. Advancement in library work is slow; but if you work hard and are patient you may become head of your particular department, if not head librarian. The larger the library, the more chance you will have for specialization if you are capable; but some, like myself, prefer the more homelike small-town library.

ELIZ. Are librarians needed for work other than public service work?

MISS G. Indeed yes. You will find that nearly every large business house has a special librarian for research work in its own field. There are librarians, too, on steamships, in newspaper offices, banking establishments, hospitals. A trained librarian can take the civil service examination and secure a position in a veterans' hospital or some other government institution with fair pay.

CAR. What about the disadvantages?

MISS G. You will hardly find a vocation that doesn't have some disadvantages. Library work is confining, particularly on a day like today when you'd love to be tramping through fields. Then, too, a librarian has to work several evenings during the week, and in some places, on Sunday. Some phases of it grow monotonous at times; and if you want "to get rich quick," don't be a librarian. However, if you love the work, the joy you get from the work itself makes up for many of the unattractive features. I see a young man over there who looks puzzled. I'd better try to help him out of his difficulty. If you think of anything else you'd like to ask, don't hesitate.

ELIZ. We've so much enjoyed being here and finding out about the work of a librarian. It's interesting.

CAR. And thank you so much.

MISS G. If this summer you think you'd like to get a taste of what real library work is, come down and I'll let you have some first-hand experience. I'm glad you came this afternoon. Good-bye.

ELIZ. You've been so kind.

CAR. I'm sure we would like to come.

BOTH. Thank you, Miss Graham.

[*Several persons come in for books and the curtain falls.*]

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PLAN 10

THE WORKERS IN A DEPARTMENT STORE

Adapted from a lesson plan written by MARGARET M. DOLLIVER for a class at Teachers College, Columbia University. Used by permission.

(This lesson illustrates the use of interviews, committee reports, and socialized discussion.)

I. *Preliminary Study.*

Have class read the section on commercial occupations, including office and store occupations, in various references. Have pupils select a typical chart showing the organization of a department store and put this on the board, as for example, p. 302, Smith and Blough, *Planning a Career.*

II. *Student Activity.*

Fifteen pairs of students are handed slips, each pair receiving a slip having on it the name of a person in a certain store who will answer questions for them on the sort of work named on the slip. (Contacts and arrangements should have been made previously by the teacher.)

The fifteen kinds of workers named are:

1. Salesperson in dress, suit, and coat department.
2. Salesperson in jewelry department.
3. Salesperson in yard-goods department.
4. Salesperson in a grocery department.
5. Salesperson in a china and glass department.
6. Salesperson in a hardware department.
7. Salesperson in the housefurnishings department.
8. Traveling salesman for hardware department.
9. Buyer for the wholesale grocery department.
10. Buyer for the china and glass department.
11. Advertising manager.
12. Manager of the accounting department.
13. Manager of the credit department.
14. Manager of the traffic department.
15. Stenographer.

In the cases where the students talk to the heads of departments they are to find out what various workers are included in these departments; responsibilities of a department head and training needed.

Each pair of students is given directions to go together to talk with the person named on their slip and to get information covering, as far as possible, the points of an outline for the study of an occupation. A list of these points may be taken to help remember what information is wanted, but the students are not to write down anything while the person is giving them information. After leaving the store, each pair of students will write up their information in the best form possible for a report to the class.

A chairman is appointed to be responsible for having the chart previously worked out on the board, and for calling for the reports in order and making clear the connections between them with the aid of the chart. He must visit the store and get clearly in mind the general organization of the whole store in order to do this.

III. *Socialized Discussion.*

Student chairman presides, introduces speakers, and leads program.

Three judges, on preparation, presentation, and interest, are appointed to estimate the value of the reports given.

This discussion ought to work out with very little direction from the teacher except to add interesting facts or pertinent comments as the discussion proceeds.

Note. A student group could add an interesting feature by dramatizing and presenting the "Story of Two Clerks," pp. 474-478, *Reading and Living*, Book II, by Hill and Lyman, Chas. Scribner's Sons, 1924.

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PLAN 11

PROFESSIONS VERSUS TRADES

(Plan 11 shows the use of debate for presenting occupational information. It is adapted from a debate by four students of the Monroe Junior-Senior High School, in Rochester, N. Y. Reproduced by permission.)

Teacher or *Student Chairman:*

Today, several students are discussing their plans for the future. You will hear them mention their various fields of interest. It is certainly true that boys and girls of your age should be interested in many different fields of work, of which the trades and professions are some that we should consider. In order to comprehend a field of work or any special occupation within a field, one should consider relative advantages and disadvantages. Books consulted and workers interviewed will help to bring out both sides of a question. Unbiased judgment will be needed in weighing the facts, for we must always realize that what to one person may seem a disadvantage, to another may not seem so, owing to a difference in viewpoint. Today we have a debate relating to the trades and professional groups of workers on the question: Resolved: *That the trades offer greater opportunities for young people today than do the professions.* There will be two speakers on the affirmative side and two on the negative.

First Speaker for the Affirmative:

We of the affirmative believe that for the majority of people trades give more and better opportunities. The long training period required for the professions is extremely expensive. Since a person must spend many of his best years in training, it is questionable whether the satisfaction derived from the profession is sufficient to repay for that time and expense. Sometimes a person gives up the profession he has started. Then he has wasted irreplaceable time, money, and energy. During depressions it is usually the doctors and lawyers who are paid last.

Trades require a relatively shorter training period. An apprenticeship may be four to six years but the worker is paid while

learning. Remuneration is usually on a sliding scale as efficiency increases.

Since most professions are overcrowded, it takes either a great deal of ability or a great deal of influence to get a successful start. The professional group is a very small group of workers, therefore a lesser number of opportunities are open than in the large groups of trades such as: building trades; manufacturing industries and trades; machine trades; printing trades.

Professional people like doctors and lawyers work almost any hour of the day. This causes physical and mental strain because of the great responsibilities of their work, and its irregular hours in many cases.

First Speaker for the *Negative:*

In discussing this subject, we of the negative will try to prove two things: first, that one's chances for succeeding in a profession are greater than in a trade; and second, that a professional worker receives advantages and benefits from his vocation which are more desirable than those offered by the trades.

Of course, you have all heard that the professions are overcrowded. You are told, "We have too many lawyers, doctors, teachers, and engineers." But the professions are probably no more overcrowded than manufacturing plants or building trades during off seasons.

There is always room for more good professional workers. Those who have ability and determination will succeed in any vocation, and especially in the professions, where success depends almost entirely upon the individual. A doctor or an engineer might lose his savings, but bank failures cannot destroy his means of earning a living; his ability and training are still left.

Second Speaker for the Affirmative:

I believe that trades have the advantage over professions for many reasons.

For the majority of people who are of average ability, the number of opportunities is very much larger in the trades, and therefore the greatest number of people will find satisfactory employment in this field. A man cannot be happy in a job that requires

intelligence different from his own, and that does not use his mechanical or other kind of ability.

After a professional man has completed his long preparation, he usually has to equip an office at great expense and then wait until he has a chance to show people that they can place their confidence in him. During this period of waiting, he is necessarily dependent upon some other source of income than that which his profession offers. The man engaged in a trade generally does not have to have an office and his income at first is larger and more regular than that of a professional man. Even if he starts a business for himself, for example, a sheet metal shop, his equipment is not so expensive as a dentist's, doctor's, or lawyer's office. He too has to get established, but his expenditures are less and his returns on them quicker. More people in the trades find their work in large factories or organizations where they have no equipment or tools to buy, rent to pay or responsibility other than to do a good job. Their skill is their marketable product. They need to keep alert as to new developments, types of materials, and tools; for example, a welder may have to learn to weld new alloys.

Many people believe that only those in professions enjoy their work and are doing a service for mankind. This is not true. A plumber or a machinist may enjoy his work and he is certainly performing a definite service to his community. Others believe that a man in the trades cannot have as desirable a reputation as a man in a more intellectual field of work. I do not agree with this. If the carpenter, or the mechanic, for example, is honest in his dealings and does what he can for his community, he is as fine a citizen as any librarian or engineer, and has his part to contribute in the community in which each worker has a part.

Second Speaker for the Negative:

The salaries in the professional field cannot be put within definite limits. The salary depends more upon the individual than upon the profession. In executive positions, very high salaries are not unusual. In the more common professions such as law, medicine, dentistry, and engineering, once a man is well established and has developed his practice, his financial worries, from the usual viewpoint, are over.

In the trades the worker has often passed his prime at forty-five,

in the matter of earnings and production. However, a professional worker's usefulness should increase as long as his maturity and experience are an asset to him.

Many of our city, state, and national government officials are professionally trained, such as city manager, comptroller, ambassador, consul, welfare worker, and many others.

No doubt there are many rewards and opportunities in the trades, but I hardly believe they are as many or as varied as those in the professions. To sum it up, I think that the relative advantages or disadvantages of professions or of trades, lies entirely with the individual and is wholly dependent upon his *own* interests and abilities.

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Plan 12

HOME-MAKING AS THE BASIS OF ALL OTHER ACTIVITIES

Adapted from the *Tentative Program and Course of Study in Guidance,* Rochester, New York, and used by permission of the board of Education. (This plan utilizes a story, an informal discussion, and an illustrative chart.)

I. *Approach.*

Story—Davis and Davis, *Guidance for Youth,* pp. 317-320.

Story—Pressey, *A Vocational Reader,* p. 175, "Sally Patton's Quiet Day"

Refer to the chart, Some Responsibilities of the Homemaker (Lyon, *Making a Living,* p. 388).

Discuss the differences between a house and a home. "No such thing as an *unhappy home*—the terms are contradictory."

a. House—a structure without a spirit.

b. Home—a structure with a spirit.

Read Edgar Guest's poem, "It Takes a Heap o' Livin'."

II. *Statement of Problem.*

To appreciate home-making as the basis of all other activities.

III. *Procedure.*

1. What are the kinds of home-making?

a. Family

b. Institutional

2. What occupations does the family home-maker follow which are specialized outside the home in the world of work? See chart (Lyon, *Making a Living,* p. 388) (Examples, cook, baker, laundress, housekeeper, business manager, dressmaker, nurse, and so forth.)

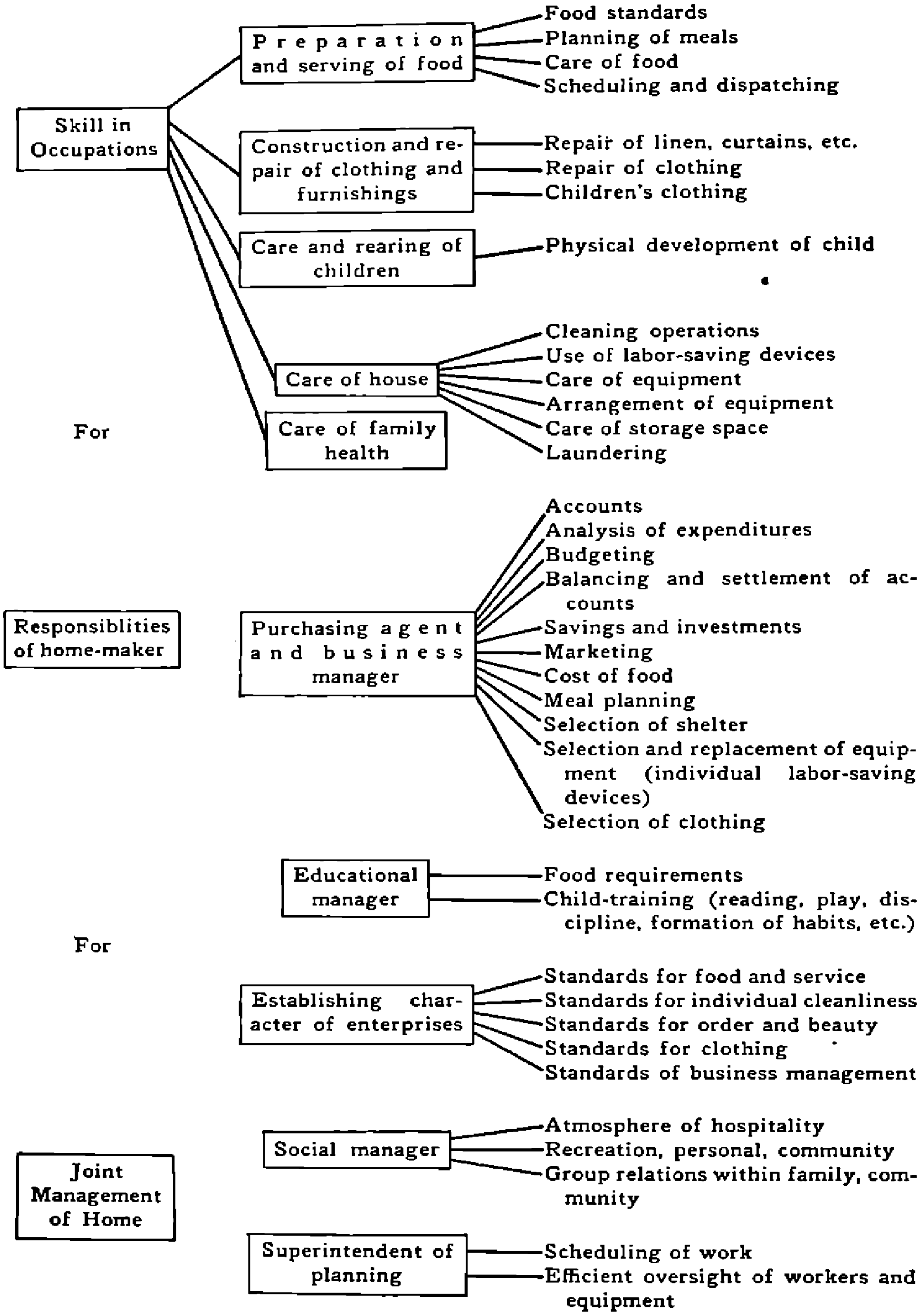
Thus we see that home-making is a highly specialized industry—both a practical art and a trained profession. See Brewer, John M., *Occupations,* pp. 216-220.

3. Compare the home-making industry with a factory.

a. Raw materials converted into finished products.

b. Many operators supervised and directed.

Some Responsibilities of the Home-Maker



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c. Labor problem considered and dealt with.

d. Overhead costs and running expenses, and depreciation demanding attention.

4. What other problems does the home-maker attend to for the members of the family?

a. Education

b. Religion

c. Recreation

5. What education and training do you think are necessary and desirable to succeed in the vocation of home-making? If a girl has a good education and later marries, is her education wasted?

6. What qualities are necessary for the home-maker? See W. W. Charters: *The Traits of Homemakers,* Journal of Home Economics, Dec., 1926.

Smith and Blough: *Planning a Career,* pp. 388-389.

7. What school subjects would be useful in training for this vocation?

a. Cooking
b. Sewing
c. First aid, and home nursing
d. Art and Music appreciation
e. Chemistry
f. History
g. English
h. Psychology
i. Child care
j. Mathematics, etc.

8. What is the importance of home-making and for whom is it important?

a. 80% of women marry; 90% of them do their own work.

b. Many boys do not marry, and training in foods and home-making is helpful to them.

c. Men should appreciate and be able to share in home activities.

Many schools offer club work in camp cooking. In some schools boys elect cooking as part of their regular course.

9. Can a real home-maker carry on any other occupation successfully? Let the class choose sides and debate this, or boys versus girls. See stories and final chapter in Ferris & Moore, *Girls Who Did;* Kitson, *I Find My Vocation,* Chapter XVIII.

10. It sometimes happens that a woman is left alone to support a family, or that after her children have grown up she wishes to

return to employment. What types of positions are there for women trained in home economics?[1] List these and talk them over at home, adding others.

11. What are the advantages in following this occupation?

a. Joy of directly working for loved ones.

b. Flexible schedule of work.

c. Opportunity to work out one's own ideas.

d. Wide variety of work.

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Plan 13

EDUCATIONAL INFORMATION—
With Particular Attention to
OPPORTUNITIES IN THE SENIOR HIGH SCHOOL

(Adapted and enlarged from a lesson plan originally prepared by Edith Brander, West Side High School, Newark, New Jersey. Combined with lesson plan* on "Opportunities in the Senior High School," Rochester, N. Y. Both lesson plans used by permission.)

This lesson illustrates one lesson in a series of contracts in an individualized lesson procedure (modified Dalton Plan).

CONTRACT I

To the Student:

In a previous lesson we discussed the differences in subjects taught in the schools now as compared with those taught in the days of your fathers, grandfathers, and great-grandfathers.

In this lesson we shall study the development of the high school and consider its opportunities for you. Have you ever heard your parents say they wished they might have had the advantages you are having? What are some of these advantages?

At the close of this term we shall work out a Program Card for Tentative Schedule or educational plan with each of you.

A. Refer to the development of the high school; compare briefly Greek, Roman, and early colonial schools with your own schools, particularly the high school.

Read Holbrook and McGregor, *Our World of Education,* pp. 65-75.

Refer to Bliss, *Personality and School,* Chaps. I, III, IV.

Student Handbook of High School if one is available.

B. Study the high school course of study and answer the following:

1. What courses of study are offered in the high school?
2. What does curriculum mean? Give its plural.
3. What is a "unit"? How many are usually earned each year?

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*Published in first edition of text, Plan XVI, Opportunities in Senior High Schools," pp. 182-186.

4. How many units are required for graduation from high school?

5. What subjects are specified as required of all pupils?
Tabulate these, giving units of each required.

Subjects	Hours per Week			
	Grades			
(*a*) Required	9	10	11	12
(*b*) Elective				

6. In what years of high school do these subjects occur?

7. What is the distinction between a *required subject* and an *elective subject?*

8. What factors should guide one's choice of electives?

9. What is a *sequence* of subjects?

10. Are any sequences of subjects required or may one choose at random among the offerings of mathematics, languages, etc.? Explain and illustrate.

11. How do these relate to your own particular interests and abilities?
What electives have you already chosen in school?

12. If a pupil does not expect to go to a higher institution of learning after he has completed his high school course, which of the groups or sequences or electives (or curricula) might it be best for him to choose? Outline possible choices.

13. Is the academic course (or college preparatory curriculum) of value for other avenues besides college entrance? If so, specify.

14. Is the commercial curriculum designed for entrance into a business administration course in college?

15. What is the purpose of the non-academic or general curriculum?

16. The following are some typical vocations for which high school students sometimes prepare. Besides each of the occupations listed below, write the name of the curriculum which fits for the occupation, and the name of a school or organization where training may be obtained.

Occupation	*Course*	*School*
Nurse	________	________
Librarian	________	________
Secretary	________	________
Teacher	________	________
Dentist	________	________
Pharmacist	________	________
Engineer	________	________
Accountant	________	________
Salesman	________	________
Journalist	________	________
Architect	________	________
Interior Decorator	________	________
Commercial Advertiser	________	________
Draftsman	________	________
Printer	________	________
Aviator	________	________
Railway Mail Clerk	________	________
Tea Room or Restaurant Manager	________	________

17. The U. S. Census lists the following classes of occupations:

Agriculture
Forestry and Fishing
Mining
Transportation
Public service (government employees, policemen, firemen, mail carriers, etc.)
Professional service (doctors, lawyers, nurses, teachers, etc.)
Manufacturing and Mechanical Industries
Trade (buying and selling)
Clerical
Domestic and personal service (barbers, tailors, restaurateurs, etc.)

From the foregoing outline make a list of thirty specific occupations. State for which a high school course is necessary, for which it is *not* necessary, and for which it is desirable. Include information as to the necessity for college training also. Arrange answers in form of a table.

18. John is tired of high school and wants to leave. Give ten ways in which he will be handicapped without a high school education. What is your state law regarding school leaving?

19. What are extra-curricular activities?

20. Make a list of the extra-curricular activities in your school.

21. Which of these might be helpful in choosing a career?

22. The average adult works *eight* hours. What school subjects should be of value to him in a wise use of the rest of his time? Explain in form of a table.

23. What extra-curricular activities should be of value to him in a wise use of recreation time?

24. What is the attitude of employers regarding high school graduation? Regarding quality of work? Participation in extra-curricular activities? What factors do colleges consider in accepting students? Are they comparable to those considered by employers?

25. Your high school should contribute to the objectives of education in giving you the "well-rounded development" that we all need. How can it do this?

C. Some questions for you to think about and be ready to discuss:

If you take a foreign language, how long must you take it in order to receive college credits?

How can a program he planned in order to get five units of foreign languages? How much language can be taken without crowding a program if the language election is left until the beginning of senior high school?

What languages are usually preferred by scientific and engineering schools? What types of mathematics are usually required by engineering schools? How will this fit into the program?

If a student is not at all sure of going to college, of what value might other electives, such as shop, home economics, commercial, etc., be to him? Show how such a program might be planned to allow this combination with college preparatory work. Are there any colleges or higher institutions that do not require a foreign language for entrance?

Can a student take other electives and still prepare for college? How many units of such subjects as shop, commercial work, etc., will most colleges accept?

Discuss the requirements for winning a State Scholarship if your state offers one. Look up other scholarships offered by colleges and other institutions.

Are your marks and your record in other respects such that you

might be considered for a scholarship if you are consistent with your present record throughout high school? In what respects would you need to improve it?

D. What is meant by "good study habits"? What is "concentration"?

List ideal conditions under which to study. Compare with your own and note ways of improvement that you can make.

E. What factors other than scholarship are considered essential by college authorities and representatives of industry?

What is meant by "personality"? "Character"?

What are the essentials of "success" in school or elsewhere?

F. Your plans should be talked over at home as well as at school. Consult your parents on these important points about yourself:

1. Probable length of stay in school.

2. Probability of college or further educational advantages after high school.

3. Possible or tentative vocational plans they may have in mind for you.

4. Do their objectives seem to be in line with your own interests and abilities as thus far evidenced?

G. Sometimes it helps to clarify your own problems by thinking through those of others which are impersonal to you. The following illustrative cases are taken from a group of high school boys and girls having problems like your own. Can you help them?

Note to teacher: Before students go on with this assignment, work out with them a typical college preparatory program, and other typical programs, showing how the various electives fit in with the regularly required subjects; e.g., where a foreign language may be started in junior and in senior high school; how a minimum or maximum requirement in mathematics may be met, how shop may be included; programs with or without a foreign language; programs with commercial electives, and so forth.

Plan the best programs you can for each of the following:

1. "Mary wants to be a teacher. She is planning to go to a college requiring 3 units of English; 3 or 2½ units of mathematics;

1 unit of history; 2 units of science; 5 units of Foreign language; electives to total 15 units."

How do the units required by the college of Mary's choice compare with the units required for graduation from your high school? If she graduates from high school will she be prepared for college?

Plan Mary's program so that she can graduate from high school and be prepared for the school of her choice. (Mary is now taking a regular ninth grade program with French as her elective.)

2. "Harry is planning to enter an engineering school. He is a regular ninth grade pupil, taking French as his elective. He will need 3 units English; 2 units Science; 3½ units Mathematics; 1 unit History; 2, 3 or 4 units Foreign Language (3 units of one language or 2 units each of two) according to the school.

If Harry had not started French in the junior high school how would this change his program? Could he choose it in senior high school? How many years of it could he take?

Will he need both physics and chemistry for an engineering school?

What choice of social science courses would he have? When would you plan for this subject in his program?

Suggest some subjects Harry might elect in the last semester of twelfth grade.

3. "Sally is going to a normal school. She will need English 3 units; Mathematics 2 units; History 1 unit; Science 2 units; Foreign Language 2 units; total 15. She is now taking Latin." Plan her program.

Why does Sally have so much more opportunity for elective subjects than Mary or Harry?

Should Sally take Intermediate Algebra?

Should Sally elect a second Foreign Language?

4. "Dick is not interested in going to college. He was in the elementary machine shop in the seventh grade, elected shop instead of a Foreign Language in the eighth grade, and chose advanced machine shop in the ninth grade. He has decided he wants this shop for further training. At least two high school plans are possible for him. What are they? May he later go to college if he changes his mind and wants to go?"

5. "Jane does not care to go to college, but is eager to gain

training enough to help in her father's office. She and her parents decided on the commercial course in the junior high school, and she is now taking typing and bookkeeping with other regular ninth grade subjects. Plan the rest of her program in high school.

H. Now that you have helped to work out these programs, let us try working out your own program, labeling the semesters and then putting in first the subjects required of all, and afterwards the electives. Your homeroom teacher and/or counselor will check your proposed course of study and then talk it over with you. Leave blank any points that you are not sure about. Confer with your parents and have them come to school to talk these matters over if there is need to do so.

I. When you have finished the rough draft of your program and it seems satisfactory, make out a PROGRAM CARD FOR TENTATIVE SCHEDULE (Appendix A), and this will be kept on file for you for future reference. It is, however, tentative and may be changed if occasion arises to make changes advisable. Such changes too should be talked over with your parents, homeroom teacher and/or counselor.

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Plan 14

OPPORTUNITIES OFFERED BY NON-COLLEGE PREPARATORY PROGRAMS

"Earning While Learning" Types of Opportunities

(Suitable for Senior High School students)
Could be used as a unit on a Contract Plan

To the Student:

You may realize fully your need for further education and training beyond high school, although you may not desire to enter occupations requiring college training; or you may not see your way clear at present to go on for such training, even if you wish to. In either case you should realize that college training is by no means the only road to a happy and successful life, and that there are other interesting occupations and ways of preparation for you to consider. Fortunately, each of you is versatile enough to fit into more than one field of work, so that if you find the way closed in one direction you may find it wide open in another that will utilize your abilities just as fully and satisfactorily. Several interesting opportunities are here outlined for your consideration.

1. *Agricultural and vocational schools:*

You may start work on a farm or in a factory and obtain further training through extension courses and short-unit courses given by state and private institutions. It may be that eventually, even if you cannot take a four-year college course leading to a degree, you can take a two-year course or one of special courses leading to such occupations as general farmer, fruit raiser, dairyman, poultry raiser, cattle raiser, farm mechanic. In some localities training is also offered in such trades as electrician, machinist, and others. A number of these courses are extension courses or cooperative; others require full time. The National Youth Administration is beginning to open up youth training centers. Some states sponsor apprentice training programs by the U. S. Government and give financial support to communities organizing vocational training in courses for which there is sufficient demand.

2. *Apprenticeship:*

A young person accepted for an apprenticeship is instructed on the job in the fundamentals of such trades as that of baker, carpenter, electrician, lithographer, machinist, auto mechanic, airplane mechanic, plumber, tinsmith, welder, and so forth. The apprentice earns while learning, usually on a graduated scale as his skill and knowledge increase. He may supplement his work on the job with a definitely planned course of instruction in a Company School. Other industries cooperate with local institutions, sometimes paying for tuition of employees for special courses, such as drafting. Some furnish employment on a cooperative basis. Others recommend carefully selected correspondence courses.

For an apprenticeship, a Company Trade School, or a cooperative course, the requirements are usually high school graduation. Mathematics and sciences such as physics and chemistry are recommended subjects. One representative of a Company Trade School, interviewing high school seniors, stated that he was looking for the kind of boy who was qualified to enter college but who for financial or other reasons, was not going on to a higher educational institution and wanted a job giving him a chance to get started in industry under an organized training program.

Send for information from such institutions as are suggested, specifying that you wish to know about opportunities for high school graduates. Investigate any other opportunities for training on the job in your locality.

A few suggestions for you:[1]

American Telephone & Telegraph Co.
Brown and Sharpe, Providence, R. I.
Chrysler Institute of Engineering
General Motors Institute of Technology, Flint, Michigan
Henry Ford Trade School, Dearborn, Michigan
Burroughs Adding Machine Co.
Eastman Kodak Co.
Endicott Johnson Shoe Co.
General Electric Company
International Business Machines Corporation
National Cash Register
Western Union
Westinghouse Electric and Manufacturing Company and others.

[1] For a description of these and others, see Chap. IV, "Earn While You Learn," in *Men Wanted,* by Frances Maule.

3. *Army, Navy, Coast Guard, and Merchant Marine:*

Locate the nearest Merchant Marine School. Visit it if possible or send for literature. What is the training like? To what types of positions does it lead? Compare with Coast Guard training.

You may have nearby recruiting stations for the army and navy whose officials will furnish you with information and literature on specialized training in the army or navy. The United States Navy Department has ordered the full capacity operation of apprentice schools at all navy yards because of a shortage of such trained personnel as marine engineers, shipfitters, and coppersmiths. What types of trades are taught in the navy? In the army? Are any of them the same as in civilian life, so that the training would be useful if one did not stay in service? What are the requirements for Army and Navy Aviation training, including ground mechanics? Can anyone get into West Point or Annapolis for advanced training after enlistment in the regular army or navy? If so, what are the requirements? What are the requirements for entry directly into these schools after high school graduation? Would you be qualified to meet these standards?

4. *Banking, Brokerage, and Insurance.*

A boy or girl completing high school might be eligible for positions in these fields but they will need to supplement their work with special courses. The American Institute of Banking gives courses for bank employees. You may also be so situated that you can take extension courses from a nearby college in economics and finance. Some colleges offer courses in the principles of insurance, and insurance companies give training courses for their representatives. How many kinds of insurance are there? List as many as possible. Are insurance salesmen usually paid on a commission basis or salary and commissions? Do insurance companies seem to give preference to young employees or to older people with wide business experience and contacts? Investigate types of beginning jobs, salaries, and methods of promotion in banking and brokerage establishments.

5. *Nursing:*

Does this field concern only girls or are there opportunities in it for boys? (Consider particularly state institutions.)

Obtain catalogs of local and other training courses in nursing, including special branches such as child nursing, institutional nursing, etc. Send also for catalogs of schools of nursing in connection with universities.

For the regular courses in connection with hospitals, is high school graduation required? Are any particular subjects indicated as essential? (For example, is chemistry mentioned?) Are any subjects specified as not desirable or not acceptable? (Are commercial subjects mentioned?)

How long is the course of training in connection with the hospital? How long if given in connection with a university? Explain the difference between a course giving a diploma upon completion and one giving a degree of Bachelor of Science in Nursing. What are the differences in time and expense? What are some of the regular expenses of student nurses, whichever course they take? Are nurses paid while learning on the job? If so, how much? Does this increase with additional experience?

6. *Librarian Assistant:*

Does this type of work interest only girls, or are there good opportunities in it for boys? Note whether the heads of libraries are men or women in your community. Elsewhere, especially in large libraries with many departments.

It is possible to get a start in library work through an assistantship. It is difficult, however, to progress beyond this to more responsible positions unless one can obtain training in a library school. Send for catalogs of library schools to see what this would require in time and expense. Do most of these schools accept high school graduation for entrance or do they require a certain amount of college preparation? Sometimes normal schools offer courses of training for school library work. See whether any of your state normal schools or your state university offer such a course. If so, send for a catalog.

Interview your school librarian as to her work, training, and recommendations for you.

> Interview a librarian in the public library or one who has charge of a county or traveling library as to work, training, and comments as to a young person entering this field.

Do you think that assisting in the school library is helpful in determining whether you would like this work? An assistantship in a public or other type of library? Do you know any students who have been helped to pay their expenses for further education in this way?

7. *Merchandising:*

A growing number of department stores throughout the country have a personnel department, including a Director of Training who instructs new employees in sales principles and methods, presents demonstrations, and in other ways helps to train new employees and to aid all employees in improving sales. Usually heads of departments and buyers are called upon to present an over-view of their work and to add their part to the training program so that the new employee may comprehend the store as a whole, its policies, and be familiar with store personnel and points of view. Some training courses require the trainee to have some experience in selling in each department before placement in any one department. This is for her guidance to orient her to the store as a whole, and to see what work she likes best, as well as to help the training director to see where she fits in best.

> Find out about training courses in your local stores. Do not confine your investigation to department stores.
> What are some beginning positions for boys and girls?
> Are high school graduates preferred? College?
> What are the usual hours of work? Are employees paid for over-time during rush seasons?
> What is the scale of salaries? Are sales on a bonus basis?

8. *News reporter; journalist; and other positions in this field:*

There are differences of opinion as to the best way to start or to obtain preparation for this work. Some think that college background or training in a school of journalism is indispensable. Others think that an early start and wide experience is more valuable.

Circumstances may have to decide this in many cases. It is evident that a person will have to acquire a broad background of information in order to comprehend and interpret social, economic, and political issues. A news reporter may be able to cover a situation in his report but he must, if he is to become a news writer and possibly a journalist, sift, evaluate, and present his materials effectively. Sports writers, art and music critics must have a background that will enable them to speak with authority in their respective fields.

> Visit a newspaper plant. Note the ways in which news is gathered, received, and written up.
>
> Note the responsibilities of editor, city editor, special department and feature writers.
>
> If you have opportunity, find out some of their opinions as to the best way to obtain training. Then read other opinions and think it through for yourself.
>
> The mechanics of making a newspaper, including printing, is another whole field to study. Investigate this if you are interested. (See 1937 Edition Text, pp. 236-237.)

9. There are probably many opportunities for training in the businesses and industries of your community, not mentioned here; for example, in transportation, and other fields. Investigate these through visits, interviews with workers, and obtain descriptions of training courses. Help your school to build up a file on local opportunities.

10. Whatever job you may enter after you are graduated from high school, you must look upon this as just a beginning. Any worthwhile job will require alertness and conscientiousness on your part if you are to grow through training on the job. Take every opportunity that will continue your education and training, especially those that will help you to do a better job and to be ready for further responsibilities, but do not think because you have taken some extra training that you are immediately ready for promotion. Your first job will be just one step in the process of your growth and development. Your ability to adjust, to get along with people, to profit by experience and training, are essential attributes of progress. Look around you at occupational life, and name others.

Read the Case "Which Would You Promote?" Plan 18, and be ready to discuss it.

11. Look over the following stories of young people and see if you can help to find a solution. Are any of their problems similar to your own?

Mary wants to become a nurse. How much high school education is required to be a registered nurse? How much training beyond high school is required? List the places in your vicinity where training may be obtained. (To be answered by those interested.)

Helen wants to be a librarian. How much high school education is required? What opportunities does your community offer for training in this work? (Ask the librarian. To be answered by those interested.)

John wants to enter an apprenticeship preparing him to be a machinist. Is it necessary for him to graduate from high school? What subjects are essential for him to take? Will drafting or any special subjects help him? How long, on the average, is an apprenticeship for the machinist's trade?

Kenneth wants to start a haberdashery of his own some day. Outline a program in high school that would be helpful and suggest out-of-school or summer work experiences that would be valuable for him.

Molly has taken home economics and crafts in high school and would like to start a tearoom and gift shop after she has had training and experience enough. There is a cooperative course in tearoom and institutional management in a nearby institution but she cannot afford tuition even on that basis. The school also gives some evening courses. How would you advise Molly to get a start toward her objective?

Fred likes contacts with people and is himself well-liked. He is a good student and has been manager of athletics and of other activities in high school. He thinks the Insurance Business might be a good place for him to start. Does this sound reasonable? What training will he need?

Bob thinks a bank an ideal place with attractive surroundings. What subjects in high school might help him to get a chance to

start in this field? Name some beginning jobs in banking. Investigate promotional possibilities.

Sally is interested in styles. She is chic and up-to-date, alert and well-mannered. Merchandising interests her. A friend of her family is buyer for jewelry in a department store and has told Sally about her work. How does one start in store work? What percent of those starting progress to executive positions such as buyer? Construct a vocational ladder and estimate time between successive promotions. (See Kitson, *I Find My Vocation*, Chap. VIII, "Making Vocational Ladders."

Write up your own story in a similar way and see if anyone in the class can give you helpful suggestions as to your plans for the attainment of your educational and vocational objectives.

12. (An extra assignment: excellent accomplishment.)

Write an original composition of 150-200 words on one of the following topics:

1. Getting an Education at Night.
2. Self-Education Without Going to College.
3. How to "Earn and Learn."

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Plan 15

CASE PROBLEMS RELATING TO CHOICES

(The fourteen case problems in this lesson were discussed with pupils in guidance classes before the differentiation of curricula necessitated individual choice; Rochester, N. Y. Used by permission.)

Case 1

Ted is a boy of foreign parentage. He learns very slowly in book subjects probably because of language difficulty. His work in try-out shop was excellent. In this work, where he can "talk" in wood or steel, he comprehends readily and expresses himself beautifully in fine workmanship. His qualities of character in working with others are also very fine. He can be trusted to work with dangerous machinery because he obeys directions and works carefully. Ted's parents want him to get a good education and to become skilled in some field of work. Ted himself is not studious enough to want to go to college but he is eager to go through high school. He has tried both elementary machine shop and wood working and likes the latter better. He has seen the other types of shops but they do not appeal to him.

Is a boy lacking in ability if he does not do as well in book work as in shop work?

Are there different kinds of intelligence differently expressed? What is meant by *talent?* How can a person tell what his talents are?

Should Ted be made to take foreign language electives in order to overcome his language difficulty?

What electives do you think Ted would like best?

One day Ted was asked to talk to a guidance class to tell them about a project he was doing in the shop. He worked out his topic with the help of his English teacher and had no difficulty in giving it before the class. What does this show in regard to: command of English; poise; interest; ability to interest others; means for growth in self-expression.

Plan a course for Ted which you think would be of

greatest benefit to him and in which he would probably have greatest success.

Suggest ways in which Ted's parents may become better acquainted with the school and be kept in touch with Ted's progress in order that they may be interested in keeping him in school.

Case 2

Lawrence is a boy of average ability in both shop and book work. He is interested in mechanical drawing and would like to be either a draftsman or an architect. He wants to finish high school but does not feel that he would care to go to college even if his parents could afford to send him. He is very careful and accurate in his work, conscientious in every detail. His relation to both students and teachers is excellent.

What is the difference between a draftsman and an architect? Do both require college training?

Should one's vocational interests make any difference in one's educational choices?

Should everyone go to college?

Suggest a plan of school work that would be helpful to Lawrence.

Case 3

Robert is a boy whose father has a large trucking business and wants Robert to be prepared to go into business with him after high school. He is a boy of better than average ability. Robert thinks he will choose commercial electives.

Do you think Robert's choice of electives is a wise one?

Do you think that his father's desires should influence Robert's choice of a life work?

What are some of the important things to take into consideration in choosing one's school work and one's life work?

Case 4

Lillian is a girl who likes children and would like to be either a nurse for children or an assistant in a home for children or in a day-nursery. She has helped to earn her books and clothes while

in school by taking care of children. She has no desire to go to college and will need to make her preparation for this work in the shortest possible way.

What are the requirements for nurses training schools? How long is such training? Distinguish between diploma and degree courses.

What subjects in high school are required in preparation?

What course in school might Lillian choose that would help her in her present outside work and that would also help her to prepare for future work along lines in which she is interested?

Do different types of nursing require entirely different kinds of personal characteristics and training?

What is the difference between a trained nurse and a practical nurse? Is there a field for both lines of work?

Are there schools and courses that prepare for care of children?

Case 5

Sarah is a girl who is very much interested in music and thinks she would like to prepare for teaching public-school music. She has been in glee clubs and orchestras in school and has shown decided talent in this field. She is very good also in all of her other school work.

Name some schools in which Sarah might receive preparation for the work in which she is interested.

Check carefully the requirements of these schools and plan a program for Sarah that will meet the requirements for one of them.

Case 6

Nathan is a boy who is interested in commercial art. He would like to be either a commercial artist or a teacher of this work in the public schools.

How would the requirements differ for these two objectives which Nathan has in mind?

Would this affect his choice of school work?

Outline a program to meet each objective and indicate the factors that should be taken into consideration in determining his choice.

Case 7

Bertha is a girl who wishes to prepare for a girl's college. Her plans are based largely upon her mother's preferences. Bertha has no particular college in mind. She is above average in ability in her school work and could probably enter any school she wishes if she keeps her high school work up to the standard of her junior high school work.

Upon what factors should one's decisions as to choice of college be based? State advantages and disadvantages of segregated colleges, and of coeducational.

Will the course that Bertha takes in college make any difference in entrance requirements that she will need to meet?

Look up the requirements of several girl's colleges. Look up one or two other types of colleges and compare requirements and courses.

What elective subjects would you recommend for Bertha? Plan her program to meet the requirements of several colleges.

How would you suggest that she proceed to gain more definite ideas needed to help her plan her educational and vocational future?

Case 8

Carl is a boy who excels in science and also does very good work in mathematics. His work in other subjects is satisfactory. He is keen, alert, observing, and has shown originality in try-out shop in design and construction. He thinks he might like to be a forester or some type of engineer.

What are the different branches of forestry service? What preparation does each require?

What are some of the different types of engineers? How does the work differ in each case? How does the preparation differ?

Look up the requirements for a forestry school; a ranger school. What electives should Carl choose in order to meet these requirements?

Look up the requirements for a technical school and for

an engineering college in some university. Do you find the requirements different?

Since Carl is undecided as to the two lines of work in which he is interested, suggest ways that will help him in getting further information and experience as a basis for later choice when the time comes.

Try to plan a program for Carl which would allow him to carry out either one of the lines of interest indicated. (In order to do this, compare the requirements of forestry and engineering schools.)

Will Carl have to make his decision as to his life work while in junior high school? senior high school? Could he leave it until he enters college?

Case 9

Anna is one of a large family of children. She will probably be able to finish high school if she can earn her own clothes and books. She is neat, orderly, and accurate in her work. Her ability is about average. She likes particularly to "keep accounts" and relieves her mother in the home by doing most of the buying and planning. She is anxious to choose a course in school which will enable her to graduate from senior high school and to get started in a line of work in which she can progress. She also wants to do her share toward helping her parents to educate her younger brothers and sisters.

In what ways might Anna earn her books and clothes?

In view of Anna's qualities, name two or three occupations which you think she might like. What training does each of these require?

Should an older child be at all responsible for the education of the younger children?

What program would you suggest for Anna?

If she chooses the program you suggest will she be ready for a position after she finishes high school? If she has to drop out before finishing high school? Indicate positions for which she might be prepared in each case. Outline some steps of progress for her after leaving school, in continuing her education and training.

Case 10

Edith is a charming girl, a fairly good student, attractive in appearance, and gracious in contacts with other people. At a tea given recently for the principal and faculty members she was a hostess. She is interested in three possible fields of work: tea-room, hotel administration, teaching home economics.

Does Edith need to go to college to prepare for any or all of these fields of work? Indicate specifically the preparation needed for each. If preparation may be gained in different ways, indicate the ways in each case.

What electives in high school would you suggest for her?

Upon what factors should her decision depend?

Case 11

Donald is a boy interested in shop work of all kinds, particularly machine and auto mechanics. He does very good work in mathematics and is average in the rest of his work. He wants to prepare for some branch of aviation. He is not at all sure that he can go to college. School work is quite difficult for him and he would also have to earn a large part of his own expenses.

What are the possible ways of preparing for aviation (flying service)? What are the types of pilot licenses and the requirements for each?

Work out two or more possible programs in high school that Donald might take, giving the advantages and disadvantages of each.

If Donald wants to become an airplane mechanic what electives should he take?

Name some other branches of air service with requirements for each.

How does the government regulate schools along these lines? What might Donald do in order to secure information regarding these schools? (U. S. Dept. of Commerce, Aeronautical Division).

Look up army and navy training and their requirements, or other government sponsored schools.

Case 12

Edna is a girl from a very nice home. She is an only child and somewhat spoiled. She demands a great deal of attention from all her teachers. Because her friends are taking Latin, Edna wishes to also. Her scholarship is below average and her mother says she has always had difficulty with mathematics. If she takes the college preparatory electives, this will mean taking algebra and geometry in high school.

Should one select a program in high school because one's friends select it?

What reasons should decide a choice of program?

Would you try to persuade Edna to take a course more adapted to her needs, or would it be better to let her try college preparatory work and possibly fail?

How would you try to convince Edna that to trim a hat, to make a dress, or to cook a good dinner is quite as much of an accomplishment as is the ability to translate a little Latin?

Case 13

Henry is a boy interested in electricity. He is a fair student. His home background is such that he is not sure of being able to go to college.

What is the difference between an electrician and an electrical engineer—in work? in training?

If Henry cannot go to college, plan some other way in which he may get training along electrical lines.

Case 14

John is a boy of high mentality. He is one of a large family and his father is not interested in education. His father thinks that John should learn a trade to help support the family. John would like a college education because he feels that he could earn a much better salary. He, like Henry, is interested in electricity. His shop teacher advised him to continue his shop work so that if he had to leave school he could earn his living.

What would you advise John to do? Do you think anything could be done to interest the father in allowing

John to finish his education? Is the shop teacher's advice wise?

What kind of schools are helpful to boys who wish to earn their way while going through college? Describe the cooperative plan of education. Where are there such colleges or schools? What other means are there for helping boys and girls? (Scholarships.)

How might John obtain further education if he had to leave school and get a job?

In view of their interests and abilities, would you advise the same training for Henry and John?

How might their interests remain the same but their education and type of work differ?

How might their training be similar (such as apprenticeships in industry), but their ultimate jobs be quite different? Illustrate.

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Plan 16

WHICH SHALL I CHOOSE?

By James Davidson
Junior-Senior High School Student

(This lesson was prepared by a ninth grade boy in an occupations class at the Monroe Junior-Senior High School, of Rochester, New York. The pupil was asked to think over the information that had helped him to select his course of study in junior high school, and to try to present it in an accurate and interesting way that might help other pupils to choose their own courses. It illustrates the cooperation of home, school, and pupil, in the formulation of a tentative course of study. The subject matter and thought can readily be adapted to any local school situation.)

Characters: Mr. Brown and his son, Don; Doctor Jackson.

Scene: Don and his father discussing the studies which he is to take in high school.

Time: Noon hour.

Father: Do you think you are capable of doing the work you have chosen, Don?

Don: Yes, Dad, I do. You see I was talking with Mr. Dickson, our principal, my homeroom teacher and the high school counselor today, and they explained the subjects I could take, and advised me on what they thought I might take.

Father: Well, that all sounds very interesting. Let's hear some more about this conference.

Don: They told me that in my first year I could take Latin or French, and that would start me toward a profession, and that I should take the regular subjects besides, such as Math., English, Science, and Social Science.

Father: Yes, I see, but Don, suppose you don't care to take French or Latin? What other alternative have you?

Don: I could take a shop of which I would have a large variety from which to choose, and if I didn't choose a shop I could take First Lessons in Business, and later on typewriting and bookkeeping or shorthand and that would lead me toward business.

Father: Well, I should say that your principal, your homeroom teacher, and the counselor gave you a pretty good idea of things, don't you think so?

Don: Yes, I do.

Father: What made you decide on the foreign language?

Don: Mr. Dickson told me many things about the electives. As the foreign language fitted in with the rest of my plans, I naturally decided to take it. He thought it would be a good idea if I questioned some of the workers in certain lines of work such as professional and commercial.

Father: I quite agree with him on that. Tell me, have you done anything about it yet?

Don: Yes, I have, and from what I learned I think I am suited for the choice I have made.

Father: Well, that's fine, just fine. Whom did you speak with first of all?

Don: I talked with Dr. Jackson and he said, ...

Doctor: Well, Don, my advice to you is to think over what you take in high school. For being a doctor doesn't mean just giving someone a pill when he needs it. It means a lot of hard study and work; very often you will be called out in the middle of a meal or if you are on a vacation you may be called away from your friends to the scene of an accident.

Don: What would you advise me to take?

Doctor: If I were you, I would take as much science as possible, certainly chemistry, because of the part sciences have in the advancement of medical practices. Next I would take Latin or German. Latin is helpful in medical terminology and German is useful for research.

Father: Yes, that's very true. Who was next?

Don: Next I talked with one of the bookkeepers in the savings bank.

Father: What information were you able to get from him?

Don: He told me the most important thing was to be neat, accurate, and systematic. He also told me that the subjects he would advise me to take were bookkeeping, typing, and plenty of math. and other subjects in that line.

Father: It seems to me that there is a lot more in planning your high school work than just thinking what you'd like to take.

Don: That's what Mr. Dickson said. He said before choosing your subjects you should give it careful thought and consideration—to be sure you were really fitted for the work you were thinking of choosing.

Father: That is very sound advice, my boy. You can readily see that a great deal of careful consideration must be exercised in choosing a course in high school that will be beneficial to you in your life's work.

Don: Yes, Dad, I have spent much time in thinking what I was best equipped for before I thought of medicine as my work.

Father: Why medicine, son?

Don: Well, in the first place, I like science, and language is fairly easy for me. I think I should be what I like, and what I am best equipped for. I would like to work with people and think this work would be interesting. There are other professions too like law, pharmacy, and dentistry, that a foreign language would be needed for, even if I change my mind about being a doctor.

Father: That shows good, sound judgment on your part, Don. But have you spoken with any mechanical workers as yet?

Don: Yes, I talked with a machinist. I'm afraid I'm not accurate enough for that. He said things had to be accurate to a ten-thousandth of an inch. I think any kind of engineering would be out of the question for me. I am not at all good in mathematics and none too good in shop, although I do like science! I also talked with a man who left school when he was about my age because he didn't care for it.

Father: Splendid! I'll bet you learned plenty from him. What did he have to say?

Don: He said it was very hard to get a job without any further education.

Father: He was right, Son. Young people shouldn't leave school merely because they don't like it. Instead, they should make an honest effort to find out what they can do and then do it, otherwise they regret lost opportunities just as this man does.

Don: Yes, Dad. That is what he said. He said if he hadn't left school he might have been in better circumstances today.

Father: There's a lot of truth in that, but there are men, you know, who have been rather lacking in formal education, and yet are successes in the world today.

Don: Yes, but many people have kept on studying even though they were not in school.

Father: I know, Son, and I am glad you have thought so carefully about these matters and have had such good help in doing so.

Don: I was talking with an aviator today and he said when he was thinking of taking up aviation he made inquiry about the requirements; he found that he had to study harder than he had realized.

Father: Yes, I imagine he must have, for you know, his is a position of great responsibility. I should think he'd need a good bit of science and mathematics too.

Don: I guess you're right about that, because if an aviator didn't know what to do and how to do it there would be many accidents that might otherwise have been prevented.

Father: Did you speak with any other workers?

Don: Yes, I did. I was talking with Miss Thompson, our history teacher.

Father: And what was it she had to say?

Don: She told me if I wanted to be a history teacher I must take all kinds of history and keep up with the current events. She also said I should learn how to work with the pupils and help them to see history as the "Pageant of Man" and to apply it to present-day problems.

Father: Then, you found that teaching isn't as simple as you had imagined?

Don: Yes, I did. I found it was often a very long and tiresome job, especially when you have pupils that are noisy, careless, and inattentive. She said you should try to be a friend to your class and not antagonistic.

Father: She was right about that, for in all walks of life you should try to be both friendly and helpful.

Don: Well, my lunch hour is nearly up so I must be getting back to school. Good-bye, Dad!

Father: Good-bye, Son, see you at dinner!

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Dramatization, "At the Cross Roads of Education." Radio Script Exchange, Call No. 484, U. S. Office of Education, Washington, D. C.

Plan 17

QUALITIES ESSENTIAL FOR SUCCESS

This can hardly be called a lesson plan, since the consideration of personal qualities essential for successful adjustment in school and elsewhere should be a part of every lesson and activity. It might be well, however, to summarize the discussions running through the term in connection with other lessons, into one or more comprehensive discussions to impress upon the group the *necessity* for these qualities.

Approach: It is suggested that the booklet "Wanted: A Job" [1] by the American Council on Education, Washington, D. C., be used as the basis for this lesson. This booklet is based upon conferences with business men who were asked to name and describe qualities that they considered most essential for employment and successful adjustment. The qualities selected by them are as follows:

Character
Enjoyment of work
Initiative
Mental alertness
Judgment
Health
Getting along with people
Appearance and manner
Ambition and objectives
Social and community responsibility

Procedure: Have the class discuss these qualities, expressing their own definitions and comparing these definitions with those in the booklet "Wanted: A Job." (See excerpts following.)

Compare the qualities selected with those mentioned in other references. Do the descriptions of the same qualities agree?

Getting Along With People.[2]

In our complex modern world, the day of the lone worker is gone. The important thing in human relations is the ability to get along with all

[1] American Council on Education. "Wanted: A Job." Washington, D. C. (Booklet is five cents.)

[2] Excerpts from definitions and descriptions in "Wanted: A Job." (Used by permission.)

kinds of people. Each person in his contacts sometimes follows and sometimes leads.

The man who gets along with people meets them courteously. He adjusts himself to any reasonable set of conditions, and shows tact and open-mindedness in settling differences of opinion as well as willingness to carry out completely the orders of superiors. In cooperating with others, the individual does not have to become a "yes" man, but defends his ideas and opinions frankly and open-mindedly. He asks for help, gives help, and is ready to give credit to others.

Appearance and Manner.

How a man looks and how he acts—his appearance and his manner—give other people an impression about him. The man who creates a good impression has a personal pride in neatness and cleanliness. His habits of dress and manner conform to those generally accepted by the group with which he is associating.

Ambition and Objectives.

A vocational objective—understanding of the type of job one wants and is able to fill—increases a person's effectiveness in seeking employment. He should take advantage of every opportunity to analyze his own capacities and to learn about employment opportunities and trends. He should learn enough about several occupations so that he knows something about abilities and knowledge required in each. Then he has a better basis for judging his own interests and aptitudes. Most educational institutions today have trained counselors who help students with these problems.

Social and Community Responsibility.

Much is said these days about the importance of a sense of social responsibility. Social and civic responsibility involves participation in the activities of the group and community in which one lives and works, and an attempt to understand and improve various trends and ideas. Business and industry are vital parts of the social scene. They want men who are aware of social and civic life.

Character.

The young man whose attitude toward his job, his friends, and himself is marked by honesty, dependability, and courage—and whose actions and appearance bespeak these traits—has character.

Enjoyment of Work.

Seemingly threadbare as the words "hard work" may be, business and industry continue to want and reward the young person who begins a day with a vigor which continues unabated until the job is done. The successful man takes his work seriously and puts forth steadily his best efforts. Such a person has a wholesome attitude toward his fellow workers. He considers himself a part of the company and runs his job for the good of the organization as a whole.

Initiative.

Initiative involves not only awareness and imagination in seeing things to do but also courage and determination in getting them done. In business and industry the rapidly changing technology requires individuals with ability to handle changing ideas and to formulate new associations of old ideas.

Mental Alertness.

Intelligence, according to the dictionary, is the "faculty of understanding." Scholarship, as shown by grades, is the first index of mental ability which an employer can obtain. There are, of course, all kinds and varieties of intellectual abilities necessary for job success. But, business and industry expect from every man a continuing intellectual growth after high school or college.

Judgment.

Good judgment helps a man to understand assignments without requiring too many detailed explanations. It aids him in deciding what to do himself and what to ask someone else to do. It influences the way he does a given job and his relationship to all with whom he comes in contact.

Health.

Health is a personal investment. A man's physical and mental condition and what he does to maintain it are important. Employers want people who make the most of their physical endowments. The healthy man has vitality, energy, enthusiasm for his work and play.

Have each pupil rate himself with the accompanying scale or a similar one, and note points upon which he can improve.

A SUGGESTED RATING SCALE *

Ratings of personal characteristics are always subjective. There is no rigid scale of values that can govern them. However, each person can seriously try to place himself on the following simple scale with respect to a group of which he is a part. When he has rated himself, he should jot down a note or an example which supports the judgment. This should help one to clarify his thinking.

See also Brewer's *Occupations,* "A Score Card for the Occupation and Yourself." [3]

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* American Council on Education, Jackson Place, Washington, D. C. (Used by permission from "Wanted: a Job.")

[3] Brewer, J. M. *Occupations.* Ginn & Co., p. 449.

	Seriously Below	*Below Usual*	*Usual*	*Above Usual*	*Out-standing*	*What Is the Basis for this Rating?*
Character						
Enjoyment of Work						
Initiative						
Mental Alertness						
Judgment						
Getting Along With People						
Health						
Appearance and Manner						
Ambition and Objective						
Social and Community Responsibility						

Discuss the accompanying chart from Brewer on "Reasons for Discharge" [4] (Used by permission.)

Discuss case studies of young people who have succeeded or

[4] Brewer, J. M. *Occupations.* Ginn & Co., p. 108.

failed because of such qualities. See case following "Which Would You Promote?" (Plan 18.)

REASONS FOR DISCHARGE

1. Lack of efficiency in skill and technical knowledge:

Incompetence	25.3%
Slow	4.6
Physically unadapted	3.9
Spoiling work	.4
	34.2%

2. Lack of ethical responsibility ("Job Wisdom"):

Insubordination	11.1%
General unreliability	10.4
Absenteeism	10.1
Laziness	7.2
Trouble making	4.1
Drinking	4.1
Violation of rules	3.2
Carelessness	2.7
Fighting	2.4
Misconduct	2.3
Dishonesty	2.1
Loafing or sleeping	1.8
Dissatisfied	.5
Habitual laziness	.4
	62.4%

3. Miscellaneous 3.4%

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Plan 18

(Part I)

WHICH WOULD *YOU* PROMOTE?

(An illustration of the "case conference" method. For further illustrations of this method, see Plan XIX.)

Approach.

In selecting a case for discussion, great care should be taken to select one that brings out important principles and positive facts. A merely entertaining story that does not illustrate some important principles of guidance is of no value for discussion purposes. A case must be tried out with a group of students before its real value can be ascertained.

In presenting a case study, the discussion leader may read or tell the story upon which discussion is to be based. Questions to start and guide discussion must be carefully worked out beforehand.

Procedure.

Present and lead the group to discuss the case "Which Would You Promote?" using the questions indicated as a guide, but keeping alert to project new questions into the discussion to keep it "on the track" as occasions arise. Great skill and resourcefulness are needed in guiding such a discussion wisely to profitable conclusions.

Additional interest may be gained by using bits of dramatization as indicated, to enliven the discussion and to depict vividly possible solutions of the problem.

Which Would You Promote?

Recently in a large industrial establishment in a city there arose a problem regarding the choice for promotion of one of two young men. The first of these men, Henry, was a college graduate with a very desirable background of technical training. The firm recognized his potential value and was desirous of promoting him. The other young man, James, had a background of practical experience with a rather limited educational foundation. In personality the two differed greatly. Henry did not get along well with his

associates. He antagonized them when put in authority. James was well liked by everyone and always cooperated fully with his coworkers and those in authority.

The personnel director of this firm in charge of employment, training, and promotion would like to promote the man with the better background of training. However, he feels that he must take into consideration personal qualities as well as education.

Suggested Questions for Discussion

1. Which of the two young men, Henry or James, would you choose for promotion? Give your reasons for so doing and defend your decision.
2. If you chose James, is this fair to Henry who has put his time and money into a good educational foundation? If you had had college training would you think it fair if another person with unequal training were promoted and you were not?
3. If other qualities were equal, how would the training of the different parties affect the situation?
4. Do you think the personnel manager should give an explanation to Henry if he does not choose him for promotion? What would you think of giving him a trial promotion of a month or so? What would you tell him? What is meant by constructive criticism?
5. In view of the fact that Henry has already finished college do you think that it is too late for him to correct his lack of ability to work harmoniously with others?
6. Suggest ways in which James might supplement his limited educational background.
7. What is the relation between attitudes and success? Suggest other illustrations.

Situations from this story may readily be dramatized. In discussing the story with a class, interest and vividness may be added by having one group of pupils portray the employment manager talking with Henry. The employment manager can explain the possibility of promotion and tell Henry of the necessity of learning

to cooperate if he is to be promoted. A trial promotion of two to three months might be given. Another group of pupils may portray the employment manager giving the promotion to James, the man with the less satisfactory background of education and training, encouraging him to further study so as to measure up to the new responsibility. Then a third group of pupils could portray the employment manager talking with Henry, the college graduate, explaining to him that his undesirable personal qualities have lost him the promotion. By telling Henry that it is not too late to develop and improve his personality, it may be shown that promotion is not irretrievably lost to him.

Note. The following references contain cases that may be found suitable for this type of presentation: Brewer and Others, *Case Studies in Educational and Vocational Guidance,* Ginn and Company, 1926; Brewer, John M., and Glidden, Charles Henry, *Newspaper Stories for Group Guidance,* Inor Publishing Co., 1935; Allen, Richard D., *Case Conference Problems in Group Guidance,* Inor Publishing Company, 1933; Jones, Vernon A., *What Would You Have Done?* Ginn and Company, 1931; Jones, Vernon A., *Character Education Through Cases from Biography,* Ginn and Company, 1931; Schauffler, Henry P., *Adventures in Habit-Craft,* The Macmillan Co., 1927.

Conclusions.

The discussion leader should not force the class members to arbitrary conclusions, but should foster respect for the opinions of each individual and an open-minded attitude on the part of all. He should feel satisfied, however, only when the discussion leaves in the minds of pupils a positive impression of good ideas and principles made *clear,* but not forced into acceptance.

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PLAN 18

(Part II)

PROBLEMS OF OCCUPATIONAL LIFE

Note. This should not be considered as one lesson but as the initiative of a series of lessons specifically on the problems of occupational life. All through the discussions of occupations preceding this lesson, there should have been consideration of the economic and social conditions of occupational life.

Approach.

After discussion of the accompanying case problem "Which Would You Promote?", lead the discussion to other problems of occupational life that confront new workers, such as noise, taking directions, unions, unfamiliar tasks, and many others. These will be found listed by Professor John M. Brewer as "Difficulties Encountered by Young People on Leaving School and Entering Industry."

DIFFICULTIES ENCOUNTERED BY YOUNG PEOPLE ON LEAVING SCHOOL AND ENTERING INDUSTRY[1]

1. *Placement:* What kind of work to enter. How to apply for a position. Changing positions.
2. *Strange Atmosphere of Industry:* Noise and hurry of manufacturing. New methods and procedure. Practical methods instead of theory. New terminology.
3. *Different People:* The foreman. Expert and inefficient employees. Eccentric employees. Taking orders: pupil who has been developing his own initiative in school often finds it irksome to obey orders without question.
4. *Monotony of Work:* Long hours. The humdrum job: work which seems interesting at first because of the newness soon becomes monotonous, and the worker must learn to accustom himself to the monotony. Learner and producer: cannot stop to learn the reasons for things; must be continually producing while learning. Homesickness for school.
5. *Disappointments:* Hard work. Little advancement. General disappointments.
6. *Physical Difficulties:* New muscular adjustments. Shop fatigue: muscular fatigue not easily thrown off by new worker; as he becomes used to the work, throws off fatigue more readily. Overcoming inertia.

[1] Outline of article by R. W. Tarbell, *Industrial Arts Magazine*, Dec., 1925, given in Brewer, John M., *Education as Guidance*. The Macmillan Co., pp. 367-368. (Used by permission.)

7. ***Skill:*** Lack of facility. Production speed. Studying the job.
8. ***Social and Economic Difficulties:*** Getting used to work clothes. Handling wages. Social astracism attached to certain kinds of work.
9. *Understanding the Purpose of Industry.*
10. *Morale:* Attitude toward associates. Judging shop conversation. Boosting *versus* knocking. Loyalty.

Procedure.

1. Some former graduates of the school might be invited to speak to the group on difficulties they encountered on leaving school and entering business or industry. A list of these difficulties could be outlined on the board as the discussion proceeds.

Compare the list so obtained with that outlined by Brewer.[2]

2. Try to find case studies like "Which Would You Promote?" to illustrate the various points of the outline. For example, some cases may be chosen from *Case Studies in Educational and Vocational Guidance.*[3]

Page 173, case study 113, "Young Man Not Interested in Present Occupation."

Page 178, case study 116, "Competent Woman Does Not Know How to Ask for Increase in Salary."

Page 185, case study 122, "Wishes to Prepare for More Responsible Position."

Page 191, case study 127, "Attitude Toward Organized Labor Causes Unemployment and Dissatisfaction."

Page 192, case study 128, "Irresponsibility and Discontent Prevent a Promotion."

The local Chamber of Commerce or Board of Trade, Service Organizations, Employment Service, and other groups having contacts with youth starting in industry, may be called upon to furnish cases of young people who have succeeded or failed because of certain personal qualities. Be sure that not all cases selected are

[2] Brewer, John M. *Education as Guidance.* The Macmillan Company, 1932. "Difficulties Encountered by Young People on Leaving School and Entering Industry," pp. 367-368.

[3] Brewer, J. M., and Others. *Case Studies in Educational and Vocational Guidance.* Ginn & Co.

Chapter XIII: Problems in Securing Work and Placement.

Chapter XIV: Problems in Readjustment and Promotion

Chapter XV: Problems in Personal Relations to Occupational Life.

negative but pay attention also to desirable qualities shown. For example, Newspaper Stories for Group Guidance.[4]

3. Visits to industry and visual aids depicting occupational life will give occasion to observe conditions and problems of occupational life, such as noise, monotony, hazards, accident prevention, recreational facilities, and other observable features. Supplementary facts may be gained from bulletins and materials furnished by the industry, describing means for employee representation, profit-sharing plans, bonus system, and other interesting characteristics of the organization.

4. Dramatization of situations will also add reality to situations as, for example, "Round Pegs or Square?", Plan 5, Chap. VIII, 1937 edition of this text, and dramatization, "Tom, Dick, and Harry on the Job," Call No. 484, Educational Script Exchange, U. S. Office of Education, Washington, D. C.

5. The necessity for such personal qualities as those brought out in Plan 17 should be pointed out as essential in meeting the various problems and progressing. Such questions as those mentioned in the chapter on "Vocational Ethics" in Brewer's *Occupations*[5] provoke thoughtful consideration of relative responsibilities of employees and employers and show the paramount necessity for cooperation in these problems.

"What Do Owners Owe Their Workers?" (p. 105)

"What Do Owners Owe the Public?" (p. 106)

"What Do Workers Owe Their Employers?" (p. 107)

"What Do Workers Owe the Public?" (p. 108)

6. In succeeding lessons more detailed discussion and investigation should be given to such problems as:

History of labor unions: their contributions; problems of organization C. I. O., A. F. of L.; open and closed shop; employer relationships.

Observation of working conditions: Note laws regarding work of minors and women, and regarding safety and sanitation.

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[4] Brewer, J. M., and Glidden, C. *Newspaper Stories for Group Guidance.* Inor Publishing Company, 1935.

[5] Brewer, J. M. *Occupations.* Ginn & Co. Chapter VIII.

Ways used to help young people to become orientated on entering industry, including methods of training on the job, and provisions for adjusting mis-fits.

Methods of wage payment, setting base rates; bonus system; financial recognition of employee suggestions for improvement adopted.

Employee representation in formulating rules, policies, hours, wages, through shop committees, employee organizations, or other means.

Provisions for year-round, rather than seasonal employment, promotional system, and other factors in employee security.

Attention to recreation, housing; provision for sickness, accident, and retirement security.

Conclusion.

It has been said that an industry has personality just as has a person. Summarize the factors that go to make up the "personality" of an individual; of an organization; compare these factors. What is meant by *es'prit' de corps?* To what do you attribute it?

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Plan 19

TOPICS SELECTED FROM HOMEROOM GUIDANCE PROGRAMS

(From Classified List of Accounts of Activities)[1]

Leisure Time

- Hobbies
- Reading for Fun
- Radio Programs
- Sports for Spectators
- Use of Leisure Time
- Hobbies and Leisure Time Activities
- Pure Enjoyment

Personality Development

- Personal Appearance
- Personality Development
- Building Friendships
- Personal Traits
- Social Amenities
- Orientation and School Citizenship
- Personal Problems Involving Undesirable Conduct
- Conduct at School and at Home.

School Adjustments and School Work

- Orientation and School Citizenship
- Orientation of New Pupils
- Election of Officers
- School Work
- Study Habits

(SELECTED FROM BOOKLET ON PLAN FOR HOMEROOM GUIDANCE)[2]

Constantly

Group Discussions
Individual Interviews

A. *Plan* for orientation of new pupils regardless of
 1. Grade entered
 2. Date of entering

B. *Readjust* pupils because of
 1. Poor attendance
 2. Failure
 3. Personality conflicts
 4. Course adaptation
 5. Exceptional achievement

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[1] Topics selected from *Classified List of Accounts of Activities*, Bulletins prepared by Junior High School Homeroom Committee, Division of Instruction, Minneapolis Public Schools.

[2] The Board of Public Education, *A Suggested Plan in Practical Guidance for the Use of the Homeroom Teachers of High and Trade Schools.* Junior High Division, Grades 7-8-9. For experimentation, Sept., 1936, Pittsburgh, Pa. (Used by permission.)

C. *Give attention* to
1. Conduct (behavior)
2. Manners (etiquette)
3. Health
4. Methods of study
5. Use of leisure time
6. Dress
7. Punctuality
8. Attendance
9. Other personal and social problems

D. *Assist* in making mental hygiene function practically as well as theoretically

E. *Visit* the homes of your Homeroom Group

F. *Work* in close cooperation with the counselor

7B—Orientation

Group Discussions
1. School plant—physical make-up
2. School routines, customs and traditions
3. Faculty personnel
4. Junior high school opportunities
5. Importance of attendance and punctuality
6. Qualities of leadership.
7. Importance of getting a good start—how to succeed

Individual Interviews
1. Get acquainted with pupil and home conditions, using information forwarded by elementary schools
2. Discover and provide for handicapped pupils
3. Meet pupils whose work has been reported as unsatisfactory

Other Services
1. Make home contacts
2. Begin accumulation of data affecting the homeroom group

(Items are not listed in the order of their importance)

TOPICS SELECTED FROM

A SUGGESTED PLAN IN PRACTICAL GUIDANCE FOR THE USE OF THE HOMEROOM TEACHERS [3]

Senior High Division
Grades 10-11-12

10B

Group Discussions

Discussion of the new school
- *a.* Physical plant
- *b.* Routines, customs, traditions

[3] Board of Public Education, Pittsburgh, Pa. (Used by permission.)

c. Faculty personnel
d. Senior high school opportunities.

Qualifications of leadership and followership.
Suggestion of methods for developing new interests.
Importance of staying in school.
Importance of doing one's best—proper study habits.
Discovery of special interests, aptitudes, and abilities.
Choice of leisure time activities.
Value of recreational activities.
Opportunities in higher education (honors, scholarships, etc.).
Development of personality—appearance, poise, speech, manners.
Values of further education and requirements therefor.
Opportunities in local vocational fields.
Choice of subjects for next semester in view of educational or vocational goals.

10A

Group Discussions

Importance and necessity of forming desirable habits and attitudes—getting along with people.
Warning to pupils against hasty and narrow specialization.
Responsibility of the student regarding his college plans.
Importance of personal habits. What the business world demands.
Necessity of conforming to desirable social amenities and courtesies.
Value of further education, and requirements therefor.
Importance of the required subjects and electives for the next semester.
Opportunities in higher education that this locality affords and necessity of meeting prerequisites.
Opportunities in local vocational fields.
Choice of subjects for next semester in view of educational or vocational goals.

11B

Group Discussions

Suggestion of methods for developing new interests.
Necessity of adapting one's self to situations.

Opportunities in higher education (honors, scholarships, etc.).

Conferences for occupational groups.

Ethics of filling a job—honesty, loyalty, service.

Value of a high school education in industrial and professional life.

Choice of subjects for the next semester in view of educational or vocational goals.

Fields of work open to non-college groups.

Traits of personality and their value in securing and holding a position—personal habits and attitudes that help one to become successful.

Rigorous requirements demanded by business and industry as to punctuality, dependability, resourcefulness, etc.

11A

Group Discussions

Conferences for occupational groups.

Discussion of a job versus school.

Making leisure hours worthwhile.

Evaluating exemplary personal habits and giving constant attention to the social graces.

Changes in the ways of living brought about by the machine age.

Choosing subjects for the next semester in view of educational or vocational goals.

12B

Group Discussions

The effect of attendance upon school attainments.

The methods of developing new interests.

Place of application and industry in the school program.

Necessity of vocational adjustment.

Some of the obligations pupils have to the community.

Importance of punctuality in all obligations.

Courtesy and good manners in business.

Individual responsibilities for success.

Overcoming handicaps.

Choosing subjects for next semester in view of educational or vocational goals.

Importance of a good beginning and a good ending.

Repetition of rules and regulations governing a school organization.

Goals and possessions in life which cannot be measured by material success.

Reasons for unemployment—even in normal times.

Habits and attitudes that may interfere with success.

12A

Group Discussions

An appraisal of my *Scholarship.*

An appraisal of my *School.*

An appraisal of my *Community.*

An appraisal of my *Self.*

(1) Health
(2) Mind
(3) Culture
(4) Vocational Preparation

What efforts should be made or can be made to correlate my freshman, sophomore, and junior year work with my senior year work? My high school work with my job? With college?

What personal habits should I cultivate? What does the business world demand?

Are the so-called learned professions overcrowded?

Are not opportunities for social dignity equally evident in the mechanical and scientific arts (engineering, etc.)?

What are the opportunities provided through the Placement Office?

Is college necessary?

To what extent will I be in debt to society after my graduation?

How can I repay that debt?

In what ways can contemporary society use efficient persons, both vocationally and socially?

What are this locality's offerings in the higher educational fields?

What should high school do for the economic life of our Nation?

What should high school do for the political life of our Nation?

What should high school do for the social life of our Nation?

What relationship exists between the effective operation of our democracy and our individual opportunities for economic and social success?

Other Services

Check credit summary.

Provide catalogues, pictures, calendars of neighboring colleges.

Encourage a scholastic spirit.

Refer to the counselor pupils who have not met credit requirements.

Continue home contacts.

Encourage frank discussions of the financial problem involved in further schooling.

Record data.

Recommend adjustments that may seem necessary.

Report maladjusted cases to counselor.

Allow group meetings with representatives of local universities and of local industries.

Re-emphasis on college advice and discussion.

Constant reference to books on vocations, philosophies for living, etc.

Plan 20

[1] THE INTERDEPENDENCE OF WORKERS

INTEGRATING OCCUPATIONAL PROBLEMS WITH OTHER SCHOOL SUBJECTS

The classroom teacher is responsible for integrating the guidance materials with the regular program of studies. An example of such integration based upon an understanding of the children's and the community's interests can be seen in a project, "The Interdependence of Workers," recently developed by a self-contained eighth grade class at the North Fairmount School, Cincinnati, Ohio.

The project centers around the machine shop worker, who represents approximately 37 per cent of the workers in the North Fairmount community. The children's interest in the machine shop worker was evident in their bringing to class newspaper and magazine clippings showing the vital part he plays in the defense program and his important contribution to occupational life. This interest offered an opportunity for emphasizing the dependence of all workers upon one another, of pointing out their individual contribution to society, and of developing respect for socially useful work.

To determine the workers to be included with the machine shop worker in the project, an analysis of his daily life was made. The children found that the workers upon whom he depended could be classified into the nine occupational fields of the United States Census. The children selected representative workers in each of the nine fields. This divided the class into groups with committees, each responsible for gathering occupational information and for depicting symbols of the workers it represented.

Occupational materials were supplied by the Occupational Research and Counseling Division by school and library books, and by newspaper and magazine articles. Interviews with workers, excursions to industries, and correspondence with government

[1] A résumé of this was printed in *Occupations,* the Vocational Guidance Magazine, March, 1941. (Used by permission.)

agencies provided further information. The vocational counselor was available for special conferences with each group. The occupational information was finally summarized in the form of oral and written reports, skits, and songs.

The committees cooperated with one another in depicting the symbols for the workers represented, with the result that a miniature community was constructed. A machine shop worker looks over this community consisting of a machine shop, a restaurant, a moving picture theater, a large office building, a church, a school, a railway station, a park, a farm, and a coal mine. Telephone and telegraph lines, automobiles, taxis, trucks, trains, and airplanes add to the picture of modern life. There are about 150 miniature workers, each busily engaged in his occupational activity. Occupational graphs, a frieze of early Cincinnati, and pictures of a machine shop in operation, all drawn by the children, form the background.

While working on the project the class followed the regular eighth grade courses of studies. Arithmetic was involved in constructing the buildings, in making the graphs, and in computing earnings of workers. Language arts activities included oral and written reports, class discussions, group summaries, dramatizations, writing of songs, and writing letters requesting free occupational materials relating to the daily life of workers in such matters as farming and establishing means of communication. Art and practical arts were represented by friezes, pictures, decorations of buildings, and the creation of miniature workers. Health and safety were considered in studying occupational hazards. Social studies contributed in developing concepts of Cincinnati's place in industry, in culture, and in government; in providing a background for an understanding of present-day life; and in developing understanding of the interdependence of workers in a complex society.

In the project the children have helped themselves to prepare for occupational life by gathering information about many workers, by actually working cooperatively, by meeting the necessity of completing an undertaking, and by solving problems presented. Personality and character factors have become meaningful, as they saw that such qualities as accuracy, neatness, sincerity, and honesty were requisites of a good worker.

As a result of this project the children have gained a realization

of the concept of work and some knowledge of occupational opportunities. They have been made aware of the importance of every worker; they have come to realize that they serve society if they prepare for socially useful work.[2]

Plan 21

A FIVE-PART ENGLISH COMPOSITION PROJECT ON A VOCATION [1]

Grade 11 or 12.

(This lesson plan will illustrate the utilization of composition as a means of encouraging student investigation of vocations.)

To the Students:

School or public libraries will provide you with books as well as pamphlets and magazine articles on the occupation you are investigating. Whenever you have found valuable help and information in reading matter, make a note of the reference. It will also be profitable to keep your papers in a loose-leaf notebook, illustrated with clippings, photographs, or pertinent illustrations.

This order of the units is suggested, but interchanging the papers is permissible. It may stir more interest if, for example, the biographical sketch of a person in the occupation is written as Unit II instead of last (V).

UNIT I

A letter to a friend, in which you discuss with him, among other topics, *a vocation which you personally find interesting* OR *a vocation which you know he has considered* OR *a vocation about which you know very little and your friend a great deal.*

Let this be a friendly letter, such as you often write, except that you include this time the subject of the vocation. Write the letter, if you wish, in mailable form and mail it! But keep your

[2] Used by permission. Occupational Information and Counseling Division, Mary P. Corre, Director, Cincinnati Public Schools.

[1] Prepared by Dr. Iona R. Logie, Hunter College High School, New York, N. Y. (Used by permission.)

own copy in the notebook. In all five units of this composition project you will learn a great deal if you keep to the same occupation and thoroughly investigate it. If you already know a great deal about certain occupations, by all means choose a new one to learn about.

UNIT II

In becoming acquainted with an occupation we must learn exactly what is done in that field of work. We are likely to think of the doctor as sitting in his consultation room, of the grocer only as serving us over a counter, of the teacher only as talking in the classroom, and so remain ignorant of the many other duties each must fulfill. Try to find out by personal observation just what your worker does in a typical busy day,—and what emergencies he must be prepared to meet.

Unit II may then be entitled *A Typical Day in the Life of a Shoe Salesman,* for example. (Insert your own choice of occupation to be followed in these papers.) Some students have enjoyed writing it as Leaves from the Diary of a Nurse, or as A Social Worker's Report to her supervisor, or as A Salesman's Report. Again, it may be enjoyable for some students to write it as a dialogue between a worker in the occupation and an inquiring young student or friend. Why not choose some unusual occupation in the first place, and so gather some rarely known information for your school magazine or newspaper. Reading the back pages of some current magazines will give you surprising new ideas on uncommon occupations, such as television engineer, dramatic counsel on exhibits and pageants, industrial engineer. In fairness to the occupation, avoid making your account of the work sketchy and superficial. No matter how light and informal your manuscript, give adequate information on actual *duties, daily schedule, difficulties* commonly met, *tools, implements, materials.* Remember how carefully our novelists have done this when writing stories involving occupational groups. Consider Sinclair Lewis' doctors, Dorothy Canfield's teachers, Edna Ferber's farmers and pioneers.

UNIT III

QUALIFICATIONS AND TRAINING REQUIRED

Many a worker, as we have all seen, has gone through the conventional schooling and training required of him for eligibility as,

for instance, a dentist, a teacher, an accountant, and has still proved to be an unsuccessful and unsatisfactory worker. Is it not very important, therefore, that we consider what *qualities* an employer desires in his employees, a principal in his teachers, a client in his lawyer or dentist?

These qualities may be grouped for discussion under such headings as: *Personal* (i.e., appearance; physique if important, physical vigor; manners, poise, attitude toward fellow-workers and materials one works with, whether human or inanimate; voice, speech, personal "presence," grooming).

Intellectual (i.e. mental training, ability to think and to adjust thinking to demands of circumstances, alertness of intellect, quickness and accuracy of thinking).

Other headings might be such as *Social,* if important; *Physical,* if very important, as in all health work, *Moral,* important in all work and especially in all forms of public service.

The formal part of qualifications divides into education, *actual training,* and *experience* required. Consider in your paper how much schooling the work requires, either in academic and professional schools or in trade and business schools. Consider, too, the training some workers must acquire on the job—or as apprentices—as in the field of nursing, medicine, law, teaching, and most store occupations. Consider the examinations which city, state, or national government may require of applicants. And remember also the continuous training which goes on in any really developing worker, even after he has attained his first goal, namely, an initial job.

If you like, you may write either half of this paper as an outline, and the other half as an interview between an employer and an applicant or between two employers talking over employees. (This may have the nucleus of a one-act play!)

UNIT IV

Pros and Cons—Advantages and Disadvantages in the Work of—

To prevent our carelessly ignoring the hardships and difficulties in a favored occupation or, on the other hand, magnifying them in a life we find unattractive, it is necessary to compare advantages and disadvantages in the work. Again, one may write this as an outline, choosing from among such groupings as *Social, Physical,*

Educational, Financial, Recreational advantages and disadvantages. Or, one may prefer to write the paper as a conversation between two friends in different occupations, or as a letter from one friend to another who has asked information of this kind. (See Davis, *Guidance for Youth,* pp. 40; 66.)

UNIT V

BIOGRAPHICAL SKETCH (e.g., OF A SUCCESSFUL NURSE)

If this paper is especially interesting and inspiring to write, you may choose to cover it earlier in the series. Current magazines, Sunday papers, such as *The New York Times* and the *New York Herald Tribune,* biographies, and autobiographies will provide innumerable suggestions.

Many boys and girls have preferred to write about someone in the occupation who is as yet unknown to the world at large or to any considerable part of it. This is a real service of inspiration to all who read of these modest heroes in common life. Only in this way do we learn of unrecognized people who are happy in doing a good job well, though they still are not advertised in print as successful. You will also have to decide what you consider the criteria of success to be. Is it money earned? Service rendered for humanity? Useful inventions? Original ideas? Brotherly love?

You might write this paper in the form of an interview with the person in question. In any case, be sure to include early background and education, training, personality, manner of obtaining first position, and subsequent advancement. Make clear your reasons for considering this person successful.

Whatever plan of approach you use, try to write an interesting presentation that might be considered for publication in your school paper or local newspapers.

Plan 22

OCCUPATIONAL INFORMATION THROUGH ENGLISH BASED ON BIOGRAPHY

Along This Way, Autobiography of James Weldon Johnson.[1]
The Viking Press, New York, 1935

I. AIMS

General:

1. To acquire occupational information from a study of this selected autobiography.
2. To form a worthy opinion of this book as a literary production, and as a part of our literary heritage.
3. To gain pleasure as well as vocational information.

Specific:

1. To appreciate the personal characteristics that contributed to the occupational success of James Weldon Johnson.
2. To develop criteria of success based upon appreciation of job, proficiency, and personal qualities such as courage, patience, rather than just financial evidence of success.
3. To develop an appreciation as well as a realization of the student's own powers and a recognition of his own vocational versatility.

II. MATERIALS

1. Copies of *Along This Way* by James Weldon Johnson.
2. Newspaper articles and clippings concerning life and achievement of James Weldon Johnson.
3. Other works of James Weldon Johnson.
4. Refer to "Outline for the Study of a Biography" in *I Find My Vocation,* H. D. Kitson, pp. 69-70. McGraw-Hill Book Co., 1937.

III. APPROACH

The teacher reads or has a capable student read "Listen Lord, a Prayer," *God's Trombones,* The Viking Press, Inc., New York,

[1] Lesson plan by Blanche Harris, prepared at Teachers College, Columbia University. (Used by permission.)

1927. Attention is called to the name of the author, the title, and the setting of the poem. The entire poem is read, then re-read with emphasis on these selected lines:

> "We come this morning
> Like empty pitchers to a full fountain."
>
> "When I start down the steep and slippery steps of death . . .
> When this old world begins to rock beneath my feet . . .
> Lower me to my dusty grave in peace
> To wait for that great gitten' up morning."
>
> "With a wave of His hand God will blot out time
> And start the wheel of Eternity."

This reading will lead to a discussion of: (*a*) His unusual and varied lines of work (writer, poet, editor, diplomatist, lecturer, educator, reformer); (*b*) Student's idea of some of the requisites necessary and desirable in these fields of work; (*c*) The student's need to read *Along This Way* to find out to what the author attributes his success.

IV. PROCEDURE

1. Method

Familiarize the students with the "Outline for the Study of a Biography" by H. D. Kitson. Let the student know that this is merely a guide and can be supplemented by any knowledge from an authentic source. Divide *Along This Way* into four sections according to the divisions of the book. Divide the class into four groups. Assign each section to a particular group, a chairman to be responsible, having each group report on one of the following four days. The reports should be given orally by the group. The teacher should see that the important occupational facts are not left out. To augment the discussions the teacher may induce the class to read the work of each group, but should hold only the group reporting definitely responsible. The student may fill in the points in the "Outline for the Study of a Biography" any time during the week as the discussions and reports are being made.

2. Subject Matter

A. Outline used, "Outline for the Study of a Biography," H. D. Kitson.

B. Text *Along This Way,* James Weldon Johnson. (As a writer, poet)

1. At what age did Johnson decide to enter this occupation? (About 30, exact age not given)
2. What was the most influential factor leading to this decision? (Seeing no chance of advancement in the deep South as a lawyer or teacher)
3. What other occupation did he seriously consider? (Lawyer)
4. In what occupation did he engage before entering his final occupation? (Lawyer, High School Principal)
5. What conditions in these occupations failed to satisfy him? (Little possibility of advancing)
6. At what age did he enter his permanent occupation? (About 30)
7. What was his first job in this field? (Song-writer for a publishing house)
8. How did he get this job? (Through his creative work)
9. How much money did he make per month in this job? (Not given, but he did go into debt)
10. How long did he remain on this job? (Short time)
11. What was his second step on the ladder? (Older, larger company)
12. How much money did he make here? (Secured a contract and $10,000 against future royalties)
13. Make a vocational ladder as shown on page 453.[2]
14. What element in his permanent occupation gave him the greatest satisfaction? "To be a guide and mentor of students who had the ambition, and gave some evidence of talent to be writers." [3]
15. What sacrifices did he make or what opportunities did he pass by in order to enter upon his chosen vocation? (Financial—Racial)
16. What regrets did he express for having entered his final occupation? (No regrets)

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[2] Adapted from the ladder as given in the "Outline," by H. D. Kitson.
[3] *Along This Way,* p. 407.

Fields	Earnings	Age
1. Teacher—Hampton, Ga. (Summer School)	5c. per day for each day of attendance of each student	(Approximate) 22
2. Principal—Stanton Central High School	Not given	23
3. Lawyer	Not given	23
4. Writer for small publishing company	Went into debt	30
5. Writer for larger, older publishing company	Contract and $10,000 against future royalties	32
6. Writer of English version of opera *Goyescas*	Not given	44
7. Secretary N.A.A.C.P.	Not given	45
8. Spingarn[4] Medal as author, diplomat, public servant	Not given	54
9. Harmon award for *God's Trombones*	Not given	55
10. Rosenwald Fellowship (to write)	Not given	58
11. Occupied Chair of Creative Literature (Fisk University)	Not given	60
12. Published *Along This Way*	Not given	62
13. Instructor, New York University (elected)	Not given	67

SOCIAL AND ECONOMIC HISTORY

1. What was the nationality of his parents? (Americans)
2. Were they poor, rich, or in comfortable circumstances? (Comfortable)
3. Occupation of father? (Head-waiter, sponge-fisher, drayer)
4. What occupation, if any, did his parents or relatives choose for him? (Father wanted him to take a trade at Hampton Institute.) (A friend wanted him to stay at Stanton. "What's the matter with you, thinking of giving up a life position to take a chance?")[5]

[4] The Spingarn Medal is an award for the highest or noblest achievement by an American Negro during the preceding year or years.

[5] *Along This Way*, p. 189.

5. At what age did he begin to support himself? (Partially at 22)
6. At what age was he married? (About 28)
7. Did his wife give him any special assistance? (Not stated)
8. How many children? (None)
9. At what age did he die? (67)

EDUCATIONAL HISTORY

1. How many years did he spend in general education? (About 12)
2. How old was he when he completed his general education? (23)
3. What was his favorite study in school? (Languages—especially Latin)
4. At what age did he begin his technical education? (About 33)
5. How far from home did he go for his advanced education? (Jacksonville, Florida, to New York)
6. What was his customary academic standing in school?
   a. General education—won choice of Harvard scholarship
   b. Technical (Not given)
7. Did he earn his own way through college? (Partially)
8. Did he go into debt for his education? (No)
9. What courses did he take that aided him in his vocation? [6]

V. Conclusion:

The outlines should be filled out completely before class discussion on the fifth day. The discussion should center around the information contained in the outline as well as varied answers and added information, obtained by the students. The students should be stimulated to read additional works of James Weldon Johnson as well as biographies of other writers for the purpose of comparison.

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[6] Not given in outline by Kitson.

BIBLIOGRAPHY

Along This Way—James Weldon Johnson. New York: The Viking Press, 1935.

God's Trombones—James Weldon Johnson. New York: The Viking Press, 1927.

I Find My Vocation—Harry Dexter Kitson. New York: McGraw-Hill Book Co., 1937.

Note. The "Outline for the Study of a Biography," by Kitson, has been a basic guide in the development of this plan. In some instances, because of the nature of the text, slight variations, additions, and approximations have been made. Where such occur, notations have been made. The answers given are not detailed, but rather suggestive of the responses expected from the students.

Another type of occupational sketch may be introduced through the study of English literature

Prepared by MARY J. WYLAND, Pennsylvania State College

(This lesson is suitable for an eighth grade class. It illustrates the possibility of local color, as well as the use of a story with an occupational setting, to bring out specific occupational information. The lesson is also of interest and value to pupils not living in a steel-producing community for the help that it gives them in comprehending working conditions in an industry that produces so many articles that they use daily. Reproduced by permission of the author.)

Topic: "Pete of the Steel Mills"—Herschel S. Hall, *Reading and Living,* Hill, H. C., and Lyman, R. L., Book II, pp. 132-142.

Aims:

To present the story with a vocational guidance motive.

To present the story as literature to be enjoyed.

To broaden the experience of pupils.

To become better acquainted with the activities of steel workers.

To compare occupations in the steel mills with other occupations.

Materials:

Text of story.

Study of steel in different stages.

Reports, from pupils' interviews, of various processes in the industry. (Pupils' fathers working in steel mills.)

Teacher's questions to serve as outline during silent study:

Why was a man of Pete's character compelled to submit to such treatment from his boss?

Why did Pete's new "buddy" succeed Pete, after having been in the mill so short a time?

What do you consider the advantages of farming over tending open-hearth furnaces which prompted Pete's frequent remark: "Ought never to have left the farm, eh Buddy?"

Do you think steel workers in general are satisfied with their work? Would you like it? What parts of it would you not like?

If all the Petes and Buddies did other types of work, who would tend the furnaces?

Did Pete understand the principle which was used in putting manganese into steel? Why was he not recognized as a chemist and given the salary, and standing of a chemist?

How did Buddy's boarding-house keeper prove of help to the men?

Can you describe the day's work that Pete did?

How much schooling would a person require for such work?

How long would it take Pete to advance to a big salary in the steel mills? How much money do men doing that kind of work make in a year?

If this lesson is used in a steel mill town it may be developed with information from first-hand sources, since most of the children will come from homes directly dependent on the steel industry in which their fathers are employed. Visits to the mills by any outsiders are usually not allowed, especially visits by children; but the children can hear about the work from their fathers, older brothers, or other relatives and friends who are employed in the mills. In other localities films or slides on the manufacture of steel may be used to make vivid the story.

REFERENCE

Proctor, W. M. *Vocations.* Boston: Houghton Mifflin Co., 1937. Pp. 129-132.

Plan 23

OCCUPATIONAL INFORMATION IN A MATHEMATICS CLASS[1]

I. *Approach*

Previous to this lesson a survey of the occupational interests of the students should be taken. This survey may represent the interests of the students in one class or of the entire grade. If possible, it might prove interesting to compile similar information from as many other grades of the same level throughout the city. These choices should be tabulated and grouped according to the United States Census classification of occupations. This material can then be used for the development of charts in a mathematics class.

II. *Statement of Problem*

a. To put to practical use the training received in working percentages and making graphs.

b. To compare the occupational interests of the class, grade, or grades with the per cent of workers actually employed in each group according to the United States Census of Occupations.

III. *Procedure*

Discuss the value of graphs in giving a clearer picture of a problem.

Have class make graphs, based on the United States Census of Occupations, showing the number of workers employed in each group of occupations both in the United States and in the local community. This will necessitate comparing the number of people engaged in manufacturing and mechanical industries, trade, transportation, clerical service, etc., with the total number of workers employed. When the percentage of workers in each group has been obtained, the students will then be ready to plan a graph illustrating the proportion of workers in each field.

[1] Prepared by Josephine Streit Shapiro, Occupational Information and Counseling Division, Cincinnati Public Schools. (Used by permission.)

Discuss points brought out by such a graph.

a. Which group employs the largest number of workers.

b. Which group employs the smallest number of workers.

c. The graph's value for comparison purposes.

Have students work out a similar graph or graphs indicating the first choices for an occupation as tabulated for the class, grade or grades.

Have students compare the graphs showing their occupational interests with the graphs giving the actual number of workers employed according to the United States Census of Occupations.

Draw conclusions—

i.e., If the choices are very much out of line with the actual number employed, this may indicate that too many students are planning on entering a field that in proportion to other fields does not employ as many workers; or that too few students are interested in a field that gives employment to a larger number of workers.

IV. *Activities*

The graphs may be taken to the class giving instruction in occupations and used there for further interpretation and discussions. Posters may be made for blackboard use based on the charts.

V. *References*

U. S. Census of Occupations.

OCCUPATIONAL INTERESTS OF 1,110 EIGHTH GRADE CINCINNATI STUDENTS

Occupations are discussed with eighth grade Cincinnati pupils to widen their interests and give them a broader background for their choice of schools and subjects at the end of the year.

What should be the emphasis of these discussions on occupations? The following figures help to answer this question. At the beginning of the school year in Cincinnati, before the guidance program was undertaken, 1,110 eighth grade pupils in twenty-one elementary schools indicated the occupations in which they were interested.

How do these compare with what Cincinnati workers are actually doing?

47% of the pupils indicated an interest in the professional group, but only 7½% of the Cincinnati working population is in professional service.

On the other hand, 37% of Cincinnati workers are in the manufacturing and mechanical industries, while only 11½% of the students indicated an interest in this important field.

Here is definitely a challenge to the teacher and counselor to help students realize through the guidance program the importance of many kinds of work and to help them recognize their relation to the occupational needs of the community.

Graphs were made in many of the mathematics classes illustrating the following information:

Students' First Choice According to Occupational Groups*	No. of Students Choosing Occupations	Per cent Whose Choices Fall Within This Group	Per cent of Cincinnati Workers in This Group
Manufacturing and Mechanical	128	11.53	37.10
Trade	43	3.87	16.21
Domestic and Personal Service	47	4.23	14.24
Clerical Service	170	15.31	12.86
Transportation	87	7.83	9.07
Professional	521	46.93	7.43
Semi-Professional	54	4.9	.4
Public Service	43	3.87	1.84
Agriculture, Forestry and Animal Husbandry	17	1.53	.73
Extraction of Minerals	0	0	.06

*It is interesting to know that the second choices of occupational interests (not recorded here) are just as unrelated to the regular distribution of occupations as the first.

Plan 24

A LESSON PLAN TO INTRODUCE VOCATIONAL OPPORTUNITIES THROUGH THE STUDY OF BACTERIOLOGY IN GENERAL SCIENCE (NINTH GRADE) OR IN CONNECTION WITH CHEMISTRY OR HOME ECONOMICS IN THE SENIOR HIGH SCHOOL.

(Prepared at Teachers' College, Columbia University, under direction of Dr. Iona R. Logie, by Katherine M. Karl. Used by permission.)

Approach:

For the last two weeks we have been studying bacteriology. We have learned what bacteria are, their economic importance, and man's resistance to disease.

	Expected Responses
1. Before we go on with today's lesson, will some one refresh our minds by reviewing for us all the ways in which bacteria are useful and harmful to man?	Harmful: They spoil food, cause plant and animal disease. Useful: Prepare sponges for commercial use. Prepare food such as cheese. Provide nitrogen for the soil. Sour milk. Cause fermentation. Help prepare linen, tobacco. Cure meats. Act as scavengers.
2. Do you think that man's knowledge of bacteriology has affected his daily life? And the average length of life?	Yes
3. I am going to give you five minutes to list on paper all the ways in which the knowledge	Pure water supply Disposal of waste from bathroom

of bacteria are used directly or indirectly in our lives. You may mention processes or inventions. Start with yourself in your home and then branch out into the city and state.

Expected Responses

Brush teeth
Use of antiseptics
Refrigeration
Pasteurization of milk
Cooking and canning foods
Sweeping
Sterilizing the baby's bottle
Drinking through straws
Garbage disposal
Street cleaning
Individual drinking cups and fountains
Paper towels versus the common towel
Prohibition of spitting in public places
Prevention of disease through chemicals
Prevention of disease through serums and toxins
Inspection of beauty parlors, meat markets
Quarantine laws
Hospitals
Sanitariums
Soil analysis

Statement of Problem:

1. To show the influence of bacteriology in our everyday life.

2. To show how the work of bacteriologists has contributed to invention and to the progress of man.

3. To show how health has been promoted through the work of bacteriologists.

Expected Responses

4. To show students that many kinds of work depend upon or grow out of bacteriological development.

5. To show how students may become acquainted with these occupations.

Procedure:

Have one student go to the board. The rest of the students will name from the lists the ways in which bacteriology has contributed to our way of modern living. Each item will be discussed as to whether an occupation is involved or just an application of some bacteriological principle. The student at the board will write down the name of each occupation mentioned.

Dentist
Pharmacist
Sanitary engineer
Hydraulic engineer
Plumber
Electrical engineer
Dietician
Physician
Nurse
Medical technologist
Clinical bacteriologist
Industrial bacteriologist
Research bacteriologist
Public health doctor

Development:

Let us study the list of occupations on the board and see which ones are actually concerned with bacteria and which ones only apply some of the principles of bacteriology. The discussion may be guided by some of these questions.

1. In present day practice does the dentist or physician actually do any bacteriological work?

1. Usually not.

	Expected Responses
2. Who does this work for the doctor or dentist?	2. City laboratory or the medical technologists in the two hospitals.
3. Who is the person in charge of the city laboratory?	3. Dr. __________.
4. Who are the technologists?	4. Miss __________ at the __________ Hospital. Mrs. __________ at the __________ Hospital.
5. How much work does a pharmacist in a drug store do with bacteriology?	5. Not much.
6. Would this be the same if he were working in a research laboratory?	6. No, he would be probably testing out antiseptics, disinfectants, etc., with bacteria.
7. Does the nurse actually work with bacteria?	7. No.
8. Which of the three engineers mentioned actually work with bacteria?	8. The sanitary engineer.
9. How did you know that?	9. Mr. __________ showed us his laboratory when the "Know Your City Club" visited the filtration plant.
10. Did the engineers working on refrigerators in the General Electric Plant in Schenectady work with bacteria?	10. Probably not. They were applying what they knew about the growth of bacteria.
11. Does the __________ Dairy have a bacteriologist?	11. No.
12. Where is their work done?	12. In the city laboratory.
13. In a dairy in large cities, are there special bacteriologists employed?	13. Yes.

Expected Responses

14. You have mentioned at least four persons whom we might interview to get first-hand information about the bacteriologist. Who are they?

14. Dr. ______________, Miss __________, Mrs. ________ and Mr. ______________

15. Who will volunteer to interview Dr. ____________? Miss ________? Mrs. ________? Mr. __________?

16. What kind of information do you wish John, Mary, Susan, and Paul to bring back to us?

16. Nature of work
- Personal qualifications
- Training essential
- Time involved in preparation
- Cost of preparation
- Method of securing employment
- Outlook in the profession
- Range of earnings
- Advantages and disadvantages

17. Let us copy this list in our notebooks.

Assignment:

Select an occupation that we have discussed today. Secure all the information that will answer all the topics you have just placed in your notebook. On Monday we will compare this information with the information reported from the four interviews. A list of references is on the side board.

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PLAN 25

EXPLORING THE VOCATIONAL OUTLETS OF OUR ACADEMIC STUDIES AND OUR HOBBIES[1]

Notes to "Explorers": (1) *Books About Jobs,* by Willard E. Parker, a Bibliography, will be your richest source of information, giving you leads, if you want to read books and articles on special occupations. (2) This mark (#) means that entrance to the occupation requires a college education and specialized professional training.

A.	B.
What are some of the occupations in which these academic studies are essential or helpful preparation, as well as interesting cultural subjects?	*What are some of the leisure time pursuits, hobbies, or avocations* which can give us knowledge and experience in exploring this vocation?
I. *Social Studies* (History, Civics, Economics)	
Social Workers # Social case worker Child welfare worker Worker with delinquents Family case worker Medical and psychiatric worker Group worker and club worker in boys' and girls' organizations Playground supervisor Recreation director Y.M.C.A., Y.W.C.A., Big Brother movement. Religious organizations for youth Industrial social worker Settlement worker	Summer camps and recreation centers. Volunteer work in settlements, churches and Sunday Schools, Girl Scouting, Boy Scouting, Y.W.C.A., Y.M.C.A., Hi-Y, 4-H clubs.

[1] Prepared by Dr. Iona R. Logie, Hunter College High School. (Used by permission.)

A.	B.
Personnel Manager (Industry, factories and stores)	
Statistical clerk, Statistician, Actuarial Statistician #	
Accountant and auditor (#)	(See Mathematics, Section II.)
Bank worker	
Insurance agent	
Investment salesman or broker	
Importer and exporter	Practice on school papers, in both editorial and advertising departments.
Department store worker	
Agent in advertising, publicity, promotion, and "Public Relations"	
Salesman	
Real estate agent	
Teacher of Social studies, English, geography, home economics; visiting teacher; vocational counselor	Vocational try-out in settlements or in Sunday School teaching.
Journalist	
II. *Mathematics* Turn back and review all the business positions from statistician down to salesman. These are only a few of the positions in trade and commerce which require a better than average knowledge of mathematics. Accountants, auditors, # actuarial statisticians, need to be especially excellent in this study.	Do you have mathematics teams which compete with other schools? Do you have mathematics clubs? Do you ever try mathematics puzzles, or read lively books like *Mathematics for the Million* (by Lancelot Hogben) or *Mathematics and the Imagination?*
Other fields demanding fair skill in mathematics are:	
Building trades (especially carpenter, electrician, steamfit-	All science clubs. Visits to museums of science, natural his-

A.

ter, plumber, mason and bricklayer.

Professional workers like these also need to be good in arithmetic and algebra, plane and solid geometry, and trigonometry: physicist, chemist, astronomer, biologist, bacteriologist, and psychologists specializing in educational testing.

#Architect; draftsman, blueprinter.

#Engineers cannot be trained without extensive courses in mathematics:

- Aeronautical engineer
- Chemical engineer
- Civil engineer (and surveyor
- Electrical engineer
- Marine engineer
- Mechanical engineer
- Mining engineer
- Radio engineer
- Structural engineer
- Specialist in sound engineering, and in heating, ventilation, air conditioning
- Industrial Engineer

#Teachers of business arithmetic, mathematics, statistical methods, and all the sciences mentioned above.

III. *English*—Literature and Composition (both written and oral)

B.

tory, and astronomy. Visits to industrial plants, factories, chemical laboratories. Silent and sound films produced by manufacturers and industrial research plants.

Have you read *Air Youth of America?*

Reading widely; books, newspapers, magazines; seeing the better films and plays; listening to radio programs on drama, book reviews, poetry.

A.	B.
#Librarian	Assisting in the school library.
†Journalist Reporter, society reporter, feature writer, department editor, editorial columnist, shopping columnist, consultant on home economics, fashions, cooking, beauty culture (magazines or newspapers) Editorial assistant in publishing house	Writing and editing on the school papers. Writing news items and school features for local papers.
Proof reader	
†Editor and writer on trade and technical journals	
†Editor of Government publications	
†Publicity writer; advertising agent, writer of promotional material in business and industry (booklets, leaflets, recipe books), writer and editor of instructional material in industrial plants and stores. Editor of "House Organs," publications issued by stores, public utilities, insurance companies, and other large corporations.	
Acting and directing plays in schools, settlement houses, social organizations; on the radio; in summer camps,	Producing plays, directing plays, writing plays and sketches. Debating; introducing speakers at meetings; conducting

† College and journalism training not universally demanded by editors most of whom want writers "widely read and well informed." Does that not imply that one needs all the education possible—all through one's life?

A.	B.
playgrounds, church schools, and other recreational centers	meetings, taking part in young people's meetings at church and social organizations. Similar forms of amateur theatre and radio activity, as try-out for recreation or school program. School dramatic clubs.
Expert stenographic and secretarial work, court stenographer; legal stenographer; medical stenographer and secretary	
#Teacher of English, speech, dramatics, journalism	
IV. *Biological Sciences*	
#Clinical laboratory technician and pathologist*	Visits to hospital laboratories, dental clinics, dispensaries.
#Dentist	
Dental hygienist, oral hygienist*, dental assistant;	
Dental mechanic	
Medical research nurse; public health nurse*	
Occupational therapist	Manual arts, industrial arts, and handwork of all kinds.
#Oculist, optometrist, optician	
#Osteopath	
#Pharmacist*	
#Physician and surgeon*	
Physician's assistant	
Medical secretary	
#Psychiatrist and mental hygienist	

* Chemistry is needed by these workers, as well as by the photographer, physicist, chemist, chemical engineer, and worker in ceramics (pottery), glass, food industries, cellophane, rayon, rubber, soap, textiles, paper, and pharmaceutical products (medicines, drugs, etc.).

A.	B.
#Public health officer* Veterinarian X-ray technician*	
#Biologist* Bio-chemist* #Botanist* Entomologist #Bacteriologist* #Zoologist*	Gardening; leaf and flower collections; collection and study of insects.
#Dietitian* #Food demonstrator #Home economics director* or demonstrator #Nutritionist*	Cooking; menu-planning; household arts; home decorations; dressmaking.
Agricultural agent #Scientific farmer Bee keeper, dairy farmer, dog raiser, hog raiser, horse raiser, poultry farmer, sheep raiser	Gardening; helping on farm Raising dogs and cats
#Scientific Horticulturist* Fruit grower, nurseryman, plant pathologist #Teacher of all subjects indicated	

V. *Foreign Languages*

A.	B.
Interpreter (in courts, welfare agencies, social welfare work) Translator (for publishing companies, advertising agencies, newspapers) #Librarian Secretary in importing and exporting houses, tourist agencies, and in offices of the foreign consulates. Sales person and interpreter (in department stores and	Language clubs; wide reading. Trips and visits to foreign quarters. Work in settlement houses where foreign-speaking groups meet. Foreign-language films and plays and lectures. Correspondence with children abroad, arranged by schools. Foreign travel (if and when possible).

A.	B.
wholesale houses catering to foreign clientele)	
#Teacher of foreign languages	
Museum worker	
#Archeologist	
Government foreign service —representatives in American diplomatic service abroad	Visits to museums and travel exhibitions.

SEND OFF:

And now, having seen some of the vocational outlets of your major studies, suppose you list, in the same way, occupations to which your music, art, and physical education are related. Do the same with your hobbies if they are not listed anywhere above.

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ON
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The teacher or leader of group study of occupational life needs a well-rounded background, which should include a thorough understanding of the relationship of group study about occupational life to the other functions of guidance. To have such a comprehensive understanding requires a knowledge and appreciation of the functions of guidance as a whole, as well as special training in conducting group study of occupational life. Professor Brewer states [1] that:

> "One needs to realize that the things one sees with his eyes are the least important features of vocational life; that there are social problems and psychological factors that delineate the specifications of an occupation far more accurately than do observations of the tasks performed or the places of work.

For this reason the selected readings for chapters and this bibliography are concerned not alone with books about vocations, but with vocational guidance background; types of books providing educational and occupational information, and means for developing techniques for occupational and self-analysis; books concerned with the status and conditions of occupational life; discussions of personal qualities and characteristics essential to successful participation in occupational life; and methods of value in developing an understanding of occupational life, skill in acquiring and evaluating information, and the development of helpful attitudes in social relationships, particularly as regards participation in vocational life.

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2. METHODS AND TECHNIQUES

Having touch with textbooks, references, and current materials in a field, effective leadership in the group study of vocational life requires skill in utilizing such materials, in varying procedures to insure continuation of interest, and in developing skills and attitudes. It is therefore important that methods and techniques for conducting group study should be well known and kept up-to-date. Since this material is actually considered as a part of the social studies curriculum or closely related to it, books on methods for social study are included along with general books on methodology. Books on methods selected as particularly helpful are:

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Schutte, J. H. *Teaching the Social Studies on the Secondary School Level.* New York: Prentice-Hall, Inc., 1938, Chap. VI.

U. S. Department of the Interior, Office of Education. *Forums for Young People.* Bulletin, 1937 No. 25. Washington, D. C., U. S. Government Printing Office.

A study of problems and plans involved in providing forum discussions for high school and college students and for young people in the community. An excellent guide and manual. Bibliography.

Radio Manuals and Suggestions:

American School of the Air. *Teachers' Manual and Classroom Guide for 1940-1941.* New York: Columbia Broadcasting System.

American School of the Air. *Suggestions for Utilizing the Vocational Guidance Broadcasts.* New York: Columbia Broadcasting System. Weekly.

National Association of Broadcasters, "How to Use Radio in the Classroom." Bartlett, K., "How to Use Radio." Washington, D. C.

National Broadcasting Co. "A List of Listener Aids." "Listen to Learn." "How Schools Can Use Radio." New York: Education Department.

3. SOURCES FOR CASE STUDIES AND METHODS FOR USING

Allen, R. D. *Case Conference Problems in Group Guidance.* New York: Inor Publishing Company, 1935.

Allen, R. D., Stewart, F., and Schloerb, L. *Common Problems in Group Guidance.* New York: Inor Publishing Company, 1933.

Brewer, J. M., and Glidden, C. H. *Newspaper Stories for Group Guidance.* New York: Inor Publishing Co., 1935.

Brewer, J. M., and Others. *Case Studies in Educational and Vocational Guidance.* Boston: Ginn & Company, 1926.

Jones, V. *What Would You Have Done?* Boston: Ginn & Co., 1931.

Jones, V. *Character Education Through Cases from Biography,* A Manual for Teaching. Boston: Ginn & Co., 1931.

Perkins, E. V. *The Student Thinks It Through.* Boston: Ginn & Co., 1937.

SECTION III

This section is concerned with books specifically concerned with educational and occupational information, the problems of vocational life, techniques for acquiring skill in obtaining and evaluating information, and developing right attitudes toward one's work and fellow-workers:

1. TEXTBOOKS

A book, to be effective as a text, must be developed with continuity of purpose. It is designed not only to provide important, authentic information, but to insure mental growth on the part of the student, evident in increased skill in obtaining and evaluating information, in utilizing this in self-improvement through increased ability for self-guidance, and in the improved attitudes. In other words, a text is a tool by means of which desirable concepts, ideals, and attitudes may be brought out, or developed. The information it contains is a means to this end.

Some of the textbooks designed for the group study of educational and vocational information follow. It should be borne in mind that group work may be conducted through separate classes for this purpose, units in the social science curriculum, units in a core curriculum, or through units in the homeroom organization. When occupational study is carried on as a unit in the social studies curriculum, particularly for the earlier grades, a social studies text may be found to include units on occupational life.

A. ELEMENTARY SCHOOL

In the grades before the Junior High School, occupational information will usually be introduced through other school subjects, such as social studies readers and other books of which the following are samples:

Berman, Samuel, Fryer, J. E., and Barnard, J. L. *The Young American Civic Readers Series.* Philadelphia: John C. Winston Co. "Community Helpers," 1938.

Freeland, G. E., Ayer, F. C., and Moore, A. L. *How People Work Together; To Get Food, Clothing, Shelter, Communication, Transportation.* New York: Charles Scribner's Sons, 1938.

Hanna, P., Quillen, I., Potter, G. L. *Ten Communities.* Chicago: Scott, Foresman & Co., 1940.

Hanna, P., Anderson, G., and Gray, W. S. *Centerville,* Bk. III. Chicago: Scott, Foresman & Co., 1938.

Lenski, Lois. *The Little Train.* Oxford University Press, 1940. (Pre-school to 3)

Lent, Henry B. *Tugboat.* New York: The Macmillan Co., 1936. (1-3)

Picture Fact Associates, Alice V. Keliher, ed. New York: Harper & Bros., 1939. (6-8)

Air Workers, 1939
Nurses at Work, 1939
Textile Workers, 1939
News Workers, 1939
Movie Workers, 1939
Farm Workers, 1940
Library Workers, 1940
Radio Workers, 1940
Office Workers, 1940
Railroad Workers, 1940

Picture Scripts, Ed. Lincoln School of Teachers College, Columbia University. (1-3)

Trains of Long Ago. Milwaukee: Hale & Co., 1939.

The Tug Boat. New York: Stern Bros., 1935.

Fire! Fire! A Story of Fire Fighters and How They Protect People and Property. New York: Stern Bros., 1935.

The Fireboat. New York: Stern Bros., 1935.

Boats: The Work They Do and the Way They Do It. New York: Stern Bros., 1935.

Bread: From Seed to Loaf. New York: Grosset & Dunlap, Inc., 1937.

Owney—The Postal Dog. Grosset & Dunlap, Inc., 1935.

Read, Helen S. *Social Science Readers.* New York: Charles Scribner's Sons.

Grandfather's Farm; An Airplane Ride; Mr. Brown's Grocery Store; An Engine's Story; A Story About a Boat; Jip and the Firemen; Mary and the Policeman. (Kindergarten)

Wilson, H. E., Wilson, F. H., and Erb, B. P. *Our Ways of Living Series.* New York: American Book Co.

"Living in the Age of Machines," 1937.

B. JUNIOR-SENIOR HIGH SCHOOL

Bedford, J. H. *Youth and the World's Work.* Los Angeles: Society for Occupational Research, University of California Station, 1938. (Tenth grade and above)

Bennett, M. E. and Hand, H. C. *School and Life.* New York: McGraw-Hill Book Co., 1937. (Tenth grade and above)

Bennett, M. E., and Hand, H. C. *Designs for Personality.* New York: McGraw-Hill Book Co., 1938. (Tenth grade and above)

Bennett, M. E., and Hand, H. C. *Beyond High School.* New York: McGraw-Hill Book Co., 1938. (Tenth grade and above)

Bennett, G. V., and Sachs, G. M. *Exploring the World of Work.* Los Angeles: Society for Occupational Research, University of California Station, 1937. (Tenth grade and above)

Bliss, W. B. *Personality and School.* New York: Allyn & Bacon, 1938. (Eighth grade and above)

Bogardus, E. S., and Lewis, R. H. *Social Life and Personality.* New York: Silver Burdett Co., 1938. (Ninth grade and above)

Brewer, John H. *Occupations.* Boston: Ginn & Co., 1936. (Ninth grade and above)

Capen, L. I., and Melchoir, D. M. *My Worth to the World.* New York: American Book Co., 1937. (Ninth grade and above)

Chapman, P. W. *Occupational Guidance.* Atlanta, Ga.: Turner E. Smith and Co., 1937. (Ninth grade and above)

Clarke, Harry N. *Life Planning and Building.* Scranton, Pa.: International Textbook Company, 1940. (Tenth grade and above)

Crawford, C. C., Cooley, E. G., and Trillingham, C. C. *Living Your Life.* Boston: D. C. Heath & Co., 1940. (Ninth grade and above)

Darling, M. S., and Greenberg, B. B. *Effective Citizenship.* New York: Prentice-Hall, Inc., 1940. (Ninth grade and above)

Davis, E. G., and B. C. *Guidance for Youth.* Boston: Ginn & Co., 1937. (Ninth grade and above)

Davis, F. A. *Continued Study Units,* such as: No. 5, French, *Introduction to Basic Industry;* No. 15, Serven, *The American Way of Life;* No. 18, Smith and Smith, *Colonial Labor.* Philadelphia, Pa.

Eastburn, L. A., Kelley, V. H., Falk, C. J. *Planning Your Life for School and Society.* New York: Charles Scribner's Sons, 1939. (Ninth grade and above)

Endicott, F. S. *One Hundred Guidance Lessons.* Scranton, Pa.: International Textbook Co., 1937. (Ninth grade and above)

Erickson, C. E., and McColloch, L. *The Graduate Looks to the Future.* Bloomington, Ill.: McKnight and McKnight, 1940. (Tenth grade and above)

Giles, Imogene. *Occupational Civics.* New York: The Macmillan Co., 1937. (Ninth grade and above)

Halter, Helen. *Society in Action.* New York: Inor Publishing Co., 1936. (Ninth grade and above)

Holbrook, H. L., and McGregor, A. L. *Our Junior High School.* Boston: Allyn & Bacon, 1941. (Seventh or eighth grade upon entering J. H. S.)

Holbrook, H., and McGregor, A. L. *Vocations and School.* Boston: Allyn and Bacon, 1940. (Ninth grade and above)

Holbrook, H., and McGregor, A. L. *Our World of Education.* Boston: Allyn & Bacon, 1930. (Ninth grade and above)

Kinneman, J. A., and Ellwood, R. S. *Living With Others.* Boston: Houghton, Mifflin Company, 1939. Units V and VI.

Kitson, H. D. *I Find My Vocation.* McGraw-Hill Book Co., 1937. (Ninth grade and above)

Lutz, H. L., Foote, E. W., and Stanton, B. F. *Getting a Living.* The Foundations of Economic Society. Evanston, Ill.: Row, Peterson & Company, 1940. (Ninth grade and above)

Myer, W. E., and Coss, C.. *The Promise of Tomorrow.* Washington, D. C.: Civic Education Service, Washington College Press. (Tenth grade and above)

Myers, G. E., Little, G. M., and Robinson, S. A. *Planning Your Future.* New York: McGraw-Hill Book Co., 1940. (Ninth grade and above)

Nida, R. H., and Adams, Fay. *Man, The Nature Tamer,* From the Cave Man to American Citizen. New York: Henry Holt & Company, 1941. (7-8)

Proctor, W. M. *Vocations.* Boston: Houghton Mifflin Co., 1937. (Ninth grade and above)

Smith, L. S., and Blough, G. L. *Planning a Career.* New York: American Book Co., 1936. (Ninth grade and above)

Wheatley, W. A., and Mallory, R. R. *Building Character and Personality.* Boston: Ginn & Co., 1936. (Ninth grade and above)

Williamson, E. G. *Students and Occupations.* New York: Henry Holt and Co., 1937. (Twelfth grade S. H. S. and College)

Williamson, E. G., and Hahn, M. *Choice of Occupation.* Minneapolis: General College, University of Minnesota, 1939. (High School Seniors)

Young, J. S., Barton, E. M., and Johnston, L. E. *Citizens at Work.* New York: McGraw-Hill Book Co., 1940. (Ninth grade and above)

Ziegler, S. H., and Wildes, H. J. *Choosing an Occupation.* Philadelphia: John C. Winston Co., 1933. (Eighth grade and above)

C. SUITABLE FOR COLLEGE LEVEL

Bennett, M. E. *College and Life: Problems in Self-Discovery and Self-Direction.* New York: McGraw-Hill Book Co., 1933.

Bennett, M. E. *Building Your Life: Adventures in Self-Discovery and Self-Direction.* New York: McGraw-Hill Book Co., 1935.

Crawford, A. B., and Clement, S. H. *The Choice of an Occupation.* New Haven: Yale University Press, 1932.

Hahn, Milton. *Living With a Job.* Minneapolis: General College, University of Minnesota, 1939.

McCaul, Margaret E. *Guidance for College Students.* Scranton, Pa.: International Textbook Co., 1939.

Tyler, Harry E., Ed. et al. *Learning to Live.* A Guide Book for Beginning College Students. New York: Farrar and Rinehart, 1940.

Williamson, E. G. *Students and Occupations.* New York: Henry Holt and Co., 1937.

2. REFERENCE BOOKS

It has previously been stated that a textbook is planned with unity of purpose evident throughout. A reference book may be utilized in the development of a series of units through which concepts and attitudes are being unfolded. It depends, however, upon an outside unifying factor to bring separate references into focus. If skilfully done, this is an effective means for conducting group work, particularly with regard to developing in the student skill in selecting and evaluating materials. Textbooks may also be used in this way. For example, a person conducting the group study of occupational life may select one textbook which he feels has an adequate plan of development as well as authentic infor-

mation, and base his course development upon this text, supplementing it, of course, by other references and current articles. Another person may prefer to have at the disposal of his class several such textbooks, supplemented by a variety of reference books. He will need to unify these materials by a detailed outline of units and selected references to guide the students' thinking to avoid confusion, and to effect orderly unfoldment and development. In a reference book, where the purpose is not a progressive scheme of development, each chapter may be on a different topic and even written by a different author. Its whole purpose is selection according to interest or selective grouping of references.

Some helpful books designed for reference are as follows:

Current Guidance Bibliographies
prepared by
U. S. Office of Education, Occupational Information and Guidance Service, such as "80 New Books in Occupations," 1940.

Anderson, H. D., and Davidson, P. E. *Occupational Trends in the United States.* Stanford University, Calif.: Stanford University Press, 1940.

Bacon, F. L., and Krug, E. A. *Our Life Today.* Boston: Little, Brown & Co., 1939. Unit III: Our Life in the World of Work. (A Social Studies Text, ninth grade and above)

Bernays, E. L. *Careers for Men.* New York: Garden City Publishing Co., Inc., 1939.

Black, H. G. *Paths to Success.* New York: D. C. Heath & Co., 1924.

Brainard, D. S., and Zeleny, L. D. *Problems of Our Times,* Economic and Social Planning. Volumes I and II. New York: McGraw-Hill Book Co., 1937.

Capen, L. I. *Across the Ages.* The Story of Man's Progress. New York: American Book Company, 1940. (10-11)

Cohen, I. David, and Ganley, Mary K. *Careers.* New York: Thomas Nelson and Sons, 1938.

Cohen, I. David, and Ganley, Mary K. *Opportunity.* New York: Thomas Nelson and Sons, 1938.

Cottler, Joseph, and Brecht, Harold. *Careers Ahead.* Boston: Little, Brown and Co., 1938.

Erickson, C. E., and McColloch, Lois. *The Graduate Looks to the Future.* Bloomington, Ill.: McKnight and McKnight, 1940.

Fedder, Ruth. *A Girl Grows Up.* New York: McGraw-Hill Book Co., 1939.

•Filene, Catherine. *Careers for Women.* Boston: Houghton-Mifflin Co., 1934.

Fleishman, Doris E. *Careers for Women.* Practical Guide to Opportunity for Women in American Business. Garden City, N. Y.: Doubleday, Doran and Co., 1939.

Hamrin, S. A., and McColloch, L. *Making Good in High School.* Bloomington, Ill.: McKnight and McKnight, 1939.

Institute of Women's Professional Relations. *Trends in Women's Work and Careers for College and High School Graduates.* New London, Conn.

Jewish Occupational Council. *Patterns of Jewish Occupational Distribution in the United States and Canada.* New York, 1940.

Kahm, Harold S. *New Business Opportunities for Today.* New York: Harper and Bros., 1938.

Kitson, H. D. *How to Find the Right Vocation.* New York: Harper & Bros., 1938.

Lane, M. R. *Vocations in Industry.* Scranton, Pa.: International Textbook Co. Vol. I, II, III.

Leuck, Miriam S. *Fields of Work for Women.* New York: D. Appleton-Century Co., 1938.

Lingenfelter, M. R., and Kitson, H. D. *Vocations for Girls.* New York: Harcourt Brace & Co., 1939.

Lockhart, E. G. *My Vocation, by Eminent Americans.* New York: H. W. Wilson Co., 1938.

Marshall, Leon C. *The Story of Human Progress.* New York: The Macmillan Co., 1925.

Maule, Frances. *Men Wanted.* New York: Funk & Wagnalls Co., 1937.

Nall, T. Otto. *New Occupations for Youth.* New York: Association Press, 1938.

O'Brien, J. C., and Marenberg, P. P. *Your Federal Civil Service.* New York: Funk & Wagnalls Co., 1940.

Oglesby, Catharine. *Business Opportunities for Women.* New York: Harper & Bros., 1937.

O'Rourke, L. J. *Opportunities in Government Employment.* New York: Garden City Publishing Co., 1940.

Peirce, Ada. *Vocations for Women.* New York: The Macmillan Co., 1933.

Pitkin, Walter B. *New Careers for Youth.* New York: Simon and Schuster, 1934.

Prosser, Charles A. *Taking a Look at Yourself.* Bloomington, Ill.: McKnight and McKnight, 1937.

Prosser, C. A., and Palmer, R. H. *Selecting an Occupation.* Bloomington, Ill.: McKnight and McKnight, 1936.

Rexford, F. A., Smith, C. M., Sellin, S. L., and Frabbito, L. E. *Beyond the School.* New York: Henry Holt and Co., 1936.

Rosengarten, William. *Choosing Your Life Work.* New York: McGraw-Hill Book Co., 1936.

Shacter, Helen. *Understanding Ourselves.* Bloomington, Ill.: McKnight and McKnight, 1940.

Toland, Edward D. *Choosing the Right Career.* New York: D. Appleton-Century Co., 1939.

Trow, W. C., and Others. *Looking Toward a Vocation.* New York: McGraw-Hill Book Co., 1940.

U. S. Civil Service Commission. *Women in the Federal Civil Service,* by Lucille F. McMillin. Washington: The Commission, 1938.

Vocational Service for Juniors. *Skylines for Youth, 1890-1940.* The Service, 95 Madison Avenue, New York, 1940.

Waltz, G. H. *What Do You Want to Be?* New York: Henry Holt & Co., 1939.

"Way of Life Series." Ed. by Eric Bender. Evanston, Ill.: Row, Peterson & Co. For example: *One in a Thousand; Shopper's Special; Nose for News; At Your Service; Doctor Jad,* and others.

Wilber, Louise. *Vocations for the Visually Handicapped.* New York: American Foundation for the Blind, 1937.

3. EDUCATIONAL INFORMATION

Books giving information on educational opportunities are supplementary to those on vocational opportunities, since effective training is essential for vocational success. Educational information should be an integral part of the course in occupations if effective utilization of information is to result in self-guidance and self-direction in the formulation

of suitable educational and vocational plans that will eventuate in satisfactory adjustment in school and later in occupational life. Books concerned with information of value for educational planning:

CURRENT GUIDANCE BIBLIOGRAPHIES

U. S. Office of Education, Occupational Information and Guidance Service, such as "Choosing a School or College," 1940.

A. EDUCATIONAL DIRECTORIES[1]

American Council on Education. *American Universities and Colleges.* Clarence S. Marsh, ed. Washington, D. C., 1940.

American Council on Education. *American Junior Colleges.* Walter C. Eelles, ed. Washington, D. C.

Educational Bureau. *College and Private School Directory of the United States and Canada.* Chicago. (Published annually.)

Institute of Women's Professional Relations, Connecticut College for Women, New London, Conn. *Directory of Colleges, Universities, and Professional Schools Offering Training in Occupations Concerned With:*

Art in Industry, 1940

Business and Industry, 1937

Health, 1936

Professions other than those concerned with Health and the Arts, 1936.

National Catholic Welfare Conference. *Catholic Colleges and Schools in the United States.* Department of Education, Washington, D. C., 1938.

National Home Study Council. *Home Study Blue Book and Directory of Private Home Study Schools and Courses.* Washington, D. C., 1939.

Patterson, H. L. *American Education Directory.* Columbus, Ohio: American Education Press. Published annually.

Sargent, Porter. *A Handbook of Private Schools for American Boys and Girls.* Boston: Porter Sargent. (Published annually.)

U. S. Office of Education. *Educational Directory.* Bul. No. 1, 1940, Part III, Washington, D. C.

[1] For specific information on entrance requirements, courses offered, types of training, scholarships and fellowships, consult catalogues and brochures from colleges, universities, and other schools.

B. GENERAL INFORMATION ABOUT COLLEGES, SCHOOLS, AND CHOICES

Alsop, G. F., and McBride, Mary. *She's Off to College.* New York: Vanguard Press, 1940.

Davis, Wayne, ed. *How to Choose a Junior College.* New York: Harper & Bros., 1940.

Fitzgerald, J. A., and Stewart, J. L. *College and You.* Santa Rosa, Calif.: Stewart Publishing Co., 1938.

Halle, Rita S. *Which College?* New York: The Macmillan Co., 1930.

Levinson, Ronald B., ed. *The College Journey. An Introduction to the Fields of College Study.* New York: Thomas Nelson and Sons, 1938.

Lovejoy, Clarence E. *So You're Going to College.* New York: Simon and Schuster, 1940.

McConn, C. M. *Planning for College; and How to Make the Most of It While There.* New York: Frederick A. Stokes Co., 1937.

National Education Association, Research Division. "From High School to College." *Research Bulletin,* 16: 63-122, March, 1938.

Seashore, C. E. "A Preview to College and Life" Series on Aims and Progress of Research, No. 55, University of Iowa, 1938.

Stearns, M. M. *What Kind of College Is Best? A Guide for Boys and Their Parents.* New York: John Day Co., 1932.

U. S. Department of Labor. *The Apprentice and the School.* Washington: Division of Labor Standards, Bulletin No. 27. Supt. of Documents. 1939.

U. S. Office of Education. *School Life.* Articles on kinds of colleges and costs. April, 1938; Nov. 1938. Other current publications.

C. SCHOLARSHIPS AND OTHER AIDS

American Association of University Women. "Sources of Information on Student Aid." 1634 I St. N. W., Washington, D. C., March, 1940.

American Council of Learned Societies. *Supplementary Fellowships and Study-Aids.* 907 Fifteenth St., N. W., Washington, D. C., 1941.

Elizabethtown Supply Co. *College and University Scholarships.* Elizabethtown, Pa., 1935.

Institute of International Education. "Fellowships for Americans Abroad," 1936; "Fellowships for Foreign Students in the United States," 1935. (Out of print awaiting better world conditions.)

Institute of Women's Professional Relations. *Fellowships and Other Aids for Advanced Work.* Connecticut College for Women, New London, Conn.

Lovejoy, Clarence E. *So You're Going to College.* Chap. 3, "Scholarships for the Asking, and Loans Too."

National Research Council. "Sources for Information Concerning Fellowships and Scholarships," compiled Feb., 1940; *Fellowships and Scholarships for Advanced Work in Science and Technology,* Bul. 94, 1934.

Rhodes Scholarship Announcement. President Frank Aydelotte, American Secretary to the Rhodes Trustees, Swarthmore, Pa.

Social Science Research Council. *Research Training Fellowships and Grants-in-Aid of Research in the Social Sciences.* 230 Park Avenue, New York, N. Y.

University catalogues list special types of scholarships and fellowships offered by each institution.

U. S. Office of Education, Washington, D. C.

Greenleaf, W. J. *The Cost of Going to College.* Pamphlet 52, Government Printing Office, 1934.

Greenleaf, W. J. *Working Your Way Through College; and Other Means of Providing for College Expenses.* Guidance Series No. 4, Bull. No. 210, 1941.

Ratcliffe, Ella B. *Scholarships and Fellowships Available at Institutions of Higher Education.* Bul. 1936, No. 10.

Self-Help for College Students. Bul. 1929, No. 2, Government Printing Office.

4. BACKGROUND OF OCCUPATIONAL LIFE

Background of occupational life is just as important, perhaps more so, than occupational facts themselves. Many of the text and reference books given include social, economic, health, and psychological aspects of occupational life in their discussions. There follow some additional references along these lines, of books written for these specific purposes:

Bartlett, L. W., and Neel, M. B. *Compensation in the Professions.* New York: Association Press, 1933.

Breckinridge, Sophonisba P. *Women in the Twentieth Century—Their Political, Social and Economic Activities.* New York: McGraw-Hill Book Co., 1933.

Clark, Harold F. *Economic Theory and Correct Occupational Distribution.* New York: Bureau of Publications, Teachers College, Columbia University, 1931.

Clark, Harold F. *Life Earnings in Selected Occupations in the United States.* New York: Harper & Bros., 1937.

Friedman, Milton, and Kuznets, Simon. *Incomes from Independent Professional Practice, 1929-36.* New York: National Bureau of Economic Research, 1939.

Kotschnig, W. M. *Unemployment in the Learned Professions.* London and New York: Oxford University Press, 1937.

Metcalf, Henry C., ed. *Collective Bargaining for Today and Tomorrow.* New York: Harper & Bros., 1937.

National Education Association. *Protecting the Employment Status of Women.* Washington, D. C.: National Education Association, 1201 Sixteenth St., N. W., 1939.

President's (Hoover's) Research Committee on Social Trends. *Recent Social Trends in the United States,* Vol. I and II. New York: McGraw-Hill Book Co., 1933.

President's (Roosevelt, F. D.) National Resources Committee, Sub-Committee on Population Problems. *The Problems of a Changing Population.* U. S. Government Printing Office, Washington, 1938. Vol. I, II, VIII.

President's (Roosevelt, F. D.) National Resources Committee, Sub-Committee on Technology. *Technological Trends and National Policy,* including the Social Implications of New Inventions. U. S. Government Printing Office, Washington, June, 1937.

Public Affairs Committee, Inc. *Why Women Work.* New York: Rockefeller Plaza, 1938. A study made by the National Federation of Business and Professional Women's Clubs.

Stein, E., and Davis, J. *Labor Problems in America.* New York: Farrar and Rinehart, 1940. Chap. 1, 2; Chap. 14, 15; Chap. 21.

Todd, Arthur J. *Industry and Society.* New York: Henry Holt & Co., 1933.

Spero, S. D., and Harris, A. L. *The Black Workers.* New York: Columbia University Press, 1931.

U. S. Department of Commerce, Bureau of Census. *A Social-Economic Grouping of the Gainful Workers of the United States, 1930,* by Alba M. Edwards. Washington, D. C., 1938.

U. S. Department of Labor. *The Woman Wage Earner; Her Situation Today,* by Elizabeth D. Benham. Washington, D. C.: U. S. Government Printing Office, 1939. Bul. No. 72.

U. S. Department of Labor. *Women at Work—A Century of Industrial Change.* Washington, D. C.: U. S. Government Printing Office, 1939. Bul. No. 161.

U. S. Department of Labor. *The Negro Woman Worker,* by Jean Collier Brown. Washington: Women's Bureau, Bulletin No. 165, Supt. of Documents, 1938.

U. S. Department of Labor. Susan M. Kingsbury. *Economic Status of University Women in the U. S. A.* Washington: U. S. Woman's Bureau, 1939.

U. S. Department of Labor. *Differences in the Earnings of Women and Men,* by Mary E. Pidgeon. Washington: Government Printing Office, 1938.

Viteles, M. S. *The Science of Work.* New York: W. W. Norton & Co., 1934.

Watkins, G. S., and Dodd, P. A. *Labor Problems.* New York: Thomas Y. Crowell Co., 1940.

5. OCCUPATIONAL ADJUSTMENT

Probably most important of all considerations are the personal qualities and attitudes that make for adjustment in occupational life. Without these attitudes, suitable choice of occupation, excellent training, opportunity for employment, and growth on the job fail to produce an adjusted worker. We are therefore adding to this bibliography some books particularly concerned with effective means of securing employment, making satisfactory adjustment and growth, and becoming a well integrated member of society.

Current Guidance Bibliographies

Prepared by U. S. Office of Education, Occupational Information and Guidance Service; e.g., "Books on Job Finding," 1941.

Alsop, G. F., and McBride, M. F. *She's Off to Work.* New York: Vanguard Press. Companion Volume, *She's Off to College.*

Brophy, Loire. *Men Must Work.* New York: D. Appleton-Century Co., 1938.

Burnham, William H. *The Wholesome Personality.* New York: D. Appleton-Century Co., 1932.

Davis, Howard L. *Preparation for Seeking Employment.* New York: John Wiley and Sons, Inc., 1937.

Davis, Howard L. *The Young Man in Business.* New York: John Wiley & Sons, Inc., 1931.

Dreese, Mitchell. *How to Get the Job.* Chicago: Science Research Associates, 1940.

Edlund, S. W., and M. G. *Pick Your Job and Land It!* New York: Prentice-Hall, Inc., 1938.

Gallagher, Ralph. *The Intelligent Job Seeker's Guide.* Privately printed by the author, Supervisor of Guidance, Secondary Schools, Elizabeth, N. J., 1940.

Gardiner, Glenn L. *How You Can Get a Job.* New York: Harper & Bros., 1939.

Hepner, Harry. *Finding Yourself in Your Work.* New York: D. Appleton-Century Co., 1937.

Hockenbury, M. D. *Make Yourself a Job: Student Employment Handbook.* Harrisburg, Pa.: Dauphin Publishing Co., 1936.

A survey of the possibilities for part-time work during college.

Hopkins, Mary Alden. *Profits from Courtesy.* Melrose, Mass.: Educational Service Bureau, 1937.

Hoppock, Robert. *Job Satisfaction.* New York: Harper & Bros., 1935.

Keir, A. *So You Want to Open a Shop.* New York: McGraw-Hill Book Co., 1939.

Kitson, H. D. *Finding a Job During the Depression.* New York: Robert Cook Co., 1933.

Lyons, G. J., and Martin, H. C. *The Strategy of Job Finding.* New York: Prentice-Hall, 1939.

MacGibbon, E. G. *Manners in Business.* New York: The Macmillan Co., 1936.

MacGibbon, E. G. *Fitting Yourself for Business.* New York: McGraw-Hill Book Co., 1941.

Maule, Frances. *Your Next Job.* New York: Funk & Wagnalls Co., 1939.

Sharp, F. C., and Fox, P. G. *Business Ethics.* New York: D. Appleton-Century Co., 1937.

Shepard, Jean L. *Human Nature at Work.* New York: Harper & Bros., 1938.

Twiss, Ruth M. *When I Go to Work.* New York: Ginn & Co., 1941.

Updegraff, Robert R. *Yours to Venture.* New York: McGraw-Hill Book Co., 1937.

U. S. Office of Education. *Vocational Guidance for Those Out of School,* by H. D. Kitson. Washington, D. C. Bulletin 1936, No. 18-IV.

Wright, Milton. *Getting Along with People.* New York: McGraw-Hill Book Co., 1935.

6. SOURCES FOR SPECIFIC OCCUPATIONAL INFORMATION

There is an ever-increasing amount of material about specific occupations. Some of this is in book form; much of it is in monographs, which are easy to handle and relatively inexpensive to revise. Very interesting series of books designed specifically for the guidance of youth are constantly appearing, such as the "Kitson Career Series," Funk and Wagnalls; the Lippincott Series; "Career Books," Dodd, Mead and Company; "Do You Want To . . . ?" Series, Frederick A. Stokes; "The Way of Life" Series, Row, Peterson Co., and many others.

Series of pamphlets or monographs often start with an initial monograph on how to choose a vocation and follow with occupational monographs. The number of occupations covered by such monographs increases as the research goes on. Sources for locating books, magazine articles, monographs, and other materials on specific occupations are needed.

The American Library Association has brought out some interesting bibliographies, booklets, and books regarding occupations, such as Parker's *Books About Jobs,* which gives annotated, classified references for more than 500 occupations. It is the most complete work of its kind. American Library Association, 520 North Michigan Avenue, Chicago, Ill., 1936.

Commonwealth Book Company, Series "A," "B," "C," twenty-five monographs each. Edited by Miss Anne S. Davis. Each occupation is described according to a definite outline for the study of an occupation. 80 East Jackson Blvd., Chicago, Ill.

Institute for Research at present lists 112 Career Research Monographs, covering 612 definite and distinct types of jobs. These also follow an outline for occupational study. 537 South Dearborn Ave., Chicago, Ill.

Morgan-Dillon & Co., Success Vocational Guidance Monographs, edited by Miss Chloris Shade, 60 in number at present, cover a wide range of occupations and cover definite points regarding each occupation. 5154 North Clark Street, Chicago, Ill.

Occupational Index, Inc., has Abstracts of certain occupations, giving available literature, and important points. It publishes, monthly, an Occupational Index covering current articles, books, and other materials. These are classified by occupations or occupational fields and annotated. New York University, New York, N. Y.

National Youth Administration in many states has gathered and published, in bulletin form, information regarding occupational groups and specific occupations, including bibliographies.

Science Research Associates publish an occupational monograph each month, and are starting a series of "Occupational Outlines Covering America's Major Occupations, the Hundred Fields Where People Are Most Likely to Find Jobs." This series is accompanied by a Reader's Manual and Summarizing Chart.

This organization also publishes, monthly, a Vocational Guide which classifies by occupations and annotates current books, articles, and other materials. 1700 Prairie Avenue, Chicago, Ill.

United States Office of Education, Occupational Information and Guidance Service, issues bibliographies of current materials and bulletins on timely matters.

Various State Departments of Education, particularly when there is a Bureau of Occupational Information and Guidance, frequently issue bibliographies covering educational and occupational information and related topics. In some cases occupa-

tional bulletins or monographs are a part of the guidance service to counselors and teachers of occupations (as in New York State).

Many community agencies, such as Service Clubs, governmental agencies including those mentioned, and private organizations have conducted occupational studies and made them available.

SECTION IV

Occupational information changes rapidly. Probably in no field is material appearing more rapidly nor is constant revision more necessary. It is therefore essential that those concerned with conducting the group study of vocational life know and keep in touch with the authorized sources for obtaining current articles, monographs, abstracts, indices, and selected bibliographies on various occupations. Some such sources are as follows:

1. BIBLIOGRAPHIES, CATALOGS, DIRECTORIES OF PERIODICALS

Ayer, N. W., and Son's *Directory*, Newspapers and Periodicals. Philadelphia, Pa.: N. W. Ayer and Son, Inc., 1940.

Boyd, A. M. *United States Publications.* New York: H. W. Wilson Co., 1941.

Library of Commerce, Division of Documents. Monthly Check List of State Publications. Government Printing Office.

U. S. Government Publications. Monthly Catalogue. U. S. Government Printing Office.

U. S. Office of Education, Occupational Information and Guidance Service, Current Guidance Bibliographies such as "Trends in Occupations and Vocations," 1940.

2. SOME PERIODICALS CARRYING EDUCATIONAL AND OCCUPATIONAL INFORMATION

Employment Security Review. Federal Security Agency, Social Security Board, Bureau of Employment Security, Research and Statistics Division.

Labor Information Bulletin and *Monthly Labor Review,* both published monthly by the Bureau of Labor Statistics, U. S. Department of Labor, Washington, D. C.

Occupational Guide. Science Research Associates, 1700 Prairie Ave., Chicago, Ill.

Occupational Index. Occupational Index, Inc., New York University, New York, N. Y.

Occupations, the Vocational Guidance Magazine. Published eight times a year by the National Vocational Guidance Association, Inc., 425 West 123rd St., New York, N. Y.

Occupational Trends. Science Research Associates, 1700 Prairie Ave., Chicago, Ill.

Opportunity, Journal of Negro Life. Published by the National Urban League, 1133 Broadway, New York City.

School Life. Official Journal of the U. S. Office of Education, Federal Security Agency, Washington, D. C.

Service Clubs House Organs and Publications (Such as *The Independent Woman,* Business and Professional Women's Clubs).

Vocational Guidance Digest. Published 10 times a year by the Stanford University Press, Stanford University, California.

Woman's Work and Education, the News-letter of the Institute of Women's Professional Relations. Published four times a year. Connecticut College for Women, New London, Conn.

Woman Worker, The. U. S. Department of Labor, Women's Bureau, Washington, D. C. Published every two months.

Your Future: Opportunities—Occupational, Educational, Social. Published weekly. American Education Press, 400 South Front St., Columbus, Ohio.

Youth Leaders Digest. Youth Service, Inc., Peekskill, N. Y. Published monthly except July, August, September.

3. SOME SOURCES FOR OCCUPATIONAL PAMPHLETS, BULLETINS, MONOGRAPHS, AND ABSTRACTS

Bibliographies

(Refer to Section III: 6, "Sources for Specific Occupational Information.")

Bennett, Wilma. *Occupations and Vocational Guidance.* New York: H. W. Wilson Co., 1938.

National Council for the Social Studies. 11th Year Book, *Economic Education,* H. Clark, ed. Chap. X, Survey of New Pamphlet Material in Teaching Economics." 1201 Sixteenth St., Washington, D. C., 1940.

U. S. Office of Education, Occupational Information and Guidance Service, Federal Security Agency, Washington, D. C.

"200 Sources of Pamphlet Materials on Occupations," Misc. 2536, 1941.

Vermont State Department of Education. *List of Organizations Having Free Occupational Pamphlet Material for Starting Your "Guidance Information File."* Montpelier, Vermont, 1938.

4. SOME ORGANIZATIONS FOR CONTACTS

Directories

American Council on Education, American Youth Commission. *Youth-Serving Organizations.* Washington, D. C., 1941.

Colby, Merle, *Handbook for Youth.* New York: Duell, Sloan and Pearce, 1940.

Reprints and summaries of some Government publications. Directory of youth organizations and youth serving agencies.

Executive Office of the President. *United States Government Manual.* Washington, D. C., March, 1941.

Jewish Occupational Council. *A Bibliography for Jewish Vocational Agencies.* New York, 1940.

Pendry, Elizabeth, and Hartshorne, Hugh. *Organizations for Youth.* New York: McGraw-Hill Book Co., 1938.

Public Administration Clearing House. *Public Administration Organizations.* A Directory of Unofficial Organizations in the Field of Public Administration in the United States and Canada. Chicago, Ill., 1941.

U. S. Office of Education, Occupational Information and Guidance Service. 200 Sources of Pamphlet Materials. (Includes addresses of organizations.) Washington, D. C., 1941.

5. CURRENT SOURCES OF INFORMATION ON VISUAL AIDS

American Council on Education, 744 Jackson Place, Washington, D. C. Committee on Motion Pictures in Education.

Dale, E., Dunn, F. W., Hoban, C. F., Schneider, E. *Motion Pictures in Education,* A Summary of the Literature. New York: H. W. Wilson Co., 1937.

A list of film equipment in educational institutions is available through the Educational Motion Picture Project, American Council on Education. This organization also has information regarding all available films of an educational nature and complete bibliographies on the various aspects of visual aids.

Eastman Kodak Company, Teaching Films Division, Rochester, N. Y. Some films useful in teaching about occupational life.

Educational Film Catalogue and Supplementary Service, H. W. Wilson Co., New York, N. Y.

Educational Screen, Inc., Chicago, Ill.

Educational Screen, published monthly.

1000 and One, the Blue Book of Non-Theatrical Films, published yearly.

Erpi Picture Consultants, Inc., 35-11 35th Ave., Long Island City, N. Y.

Film Guide for Business Teachers, Clifford Ettinger. *Journal of Business Education* 15:28, Sept. 1939. A regular monthly column.

Keystone View Co., Meadville, Pa. (Slides accompanying May Rogers Lane's *Vocations in Industry.*)

National Council of the Y. M. C. A., Motion Picture Bureau, 347 Madison Ave., New York City, and 300 West Adams St., Chicago.

National Vocational Guidance Association, 425 West 123rd St., New York, N. Y. Beginning in the January 1939 issue, *Occupations,* The Vocational Guidance Magazine, has published bi-monthly a column entitled "Motion Pictures for Teaching Occupations."

Society for Visual Education, 100 East Ohio St., Chicago, Ill. Educational Picturol Catalogue describing Vocational Guidance Filmstrips. *Visual Review,* published annually.

The University of the State of New York. "Visual Aids for Presenting Occupational Information." Albany, N. Y., 1939. Mimeographed.

U. S. Office of Education, U. S. Film Service. *Directory of U. S. Government Films.* Washington, June, 1939.

"Bibliography of Magazine Articles and Other Sources," May, 1940.

U. S. Office of Education. *Good References on Visual Aids in Education: Motion Pictures.* Washington: Bibliography No. 32, 1937 Rev.; 1938.

Occupational Information and Guidance Service, Bibliographies on Visual Aids.

Vocational Guidance Films, Inc. "Your Life Work" films. Old Colony, Des Moines, Iowa.

SECTION V

Background and spirit of occupational life are often shown effectively in fiction. A story set in an authentic background of occupational life forms a vivid picture. Such materials must be chosen with great care, since one may have a poor story against an excellent background or a good story with a too glamorous or inaccurate vocational setting. In the first case it might be better to refer the student to non-fiction as a source of information, and the second type is actually harmful because it would give inaccurate information and distorted viewpoint. There are, however, books of fiction that combine both features of a good story set in accurate authentic occupational information.

1. BIOGRAPHICAL LISTS, COMPILATIONS, AND BIBLIOGRAPHIES

American Council of Learned Societies. Prof. Dumas Malone, editor. *Dictionary of American Biography.* New York: Chas. Scribner's Sons.

Current Biography, and Bulletin published monthly. New York: H. W. Wilson Co., 1940.

Howes, D. *American Women.* American Publications, Inc., 127 West Seventh Street, Los Angeles, Calif., 1939.

Howes, D. *America's Young Men.* American Publications, Inc., Los Angeles, Calif.

Kitson, Harry D. *I Find My Vocation.* New York: McGraw-Hill Book Co., 1937. Chapter VI.

Logasa, Hannah. *Biography in Collections.* Suitable for Junior and Senior High Schools. 3rd ed., rev. and enl. New York: H. W. Wilson Co., 1933-1940.

Logie, Iona R. *Careers in the Making.* New York: Harper & Bros., 1935.

The National Cyclopaedia of American Biography. New York: James T. White and Company, 1940.

Wilson, Florence H., and Howard E. *Bibliography of American Biography,* Publication No. 5 of the National Council for the Social Studies. Philadelphia: McKinley Publishing Co., 1930.

2. BIBLIOGRAPHIES AND COMPILATIONS OF LITERATURE. DRAMATIZATIONS

Davis, R., Getchell, F. G., and Foss, H. W. *Stories of Americans at Work.* Boston: Ginn & Co., 1941.

Findlay, B. A. and F. B. *Key$ and Cue$; Business Plays.* New York: Gregg Publishing Co., 1934.

Lingenfelter, M. R., compiler. *Vocations in Fiction—An Annotated Bibliography.* Chicago: American Library Association, 1938.

Lyon, L., and Butler, A. M. *Vocational Readings.* New York: The Macmillan Co., 1937.

Morgan, Vera Eleanor. *Vocations in Short Stories.* Chicago: American Library Association, 1938.

BIBLIOGRAPHY

Watson, Edna. *Source Book for Vocational Guidance.* New York: H. W. Wilson Co., 1930.

U. S. Office of Education. Federal Radio Education Committee. Educational Radio Script Exchange Catalog.

3. FICTION FOR YOUNG PEOPLE

Additional materials along these lines were suggested through the cooperation of the Department for Work with Children and the Young People's Department, Rochester Public Library, Rochester, N. Y.

Allee, Marjorie H. *The Great Tradition.* Boston: Houghton Mifflin Co., 1937. (Biology.)

Allen, Adam. *Printer's Devil.* New York: The Macmillan Co., 1939. (4-6)

Barne, Kitty. *Family Footlights.* New York: Dodd Mead & Co., 1939. (7-8)

Barne, Kitty. *She Shall Have Music.* New York: Dodd Mead & Co., 1939. (7-8)

Beim, Lorraine and Jerrold. *Blue Jeans.* New York: Harcourt, Brace & Co., 1941. (4-6) (Farm)

Berger, Josef. *Swordfisherman Jim.* New York: Little, Brown & Co., 1939. (7-8) (Fishing.)

Bianco, Margery. *Other People's Houses.* New York: Viking Press, 1939. (Housework.)

Boylston, Helen D. *Sue Barton, Visiting Nurse.* New York: Little, Brown & Co., 1938 (7-8) and others of this series.

Brier, Howard M. *Sky Cruiser.* New York: Random House, Inc., 1939. (7-8)

Brown, Courtney. *Red Iron!* New York: Dodd Mead & Co., 1940. (The story of a young civil engineer.)

Brown, Paul. *Fire! The Mascot.* New York: Charles Scribner's Sons, 1939. (4-6)

Burton, Virginia Lee. *Mike Mulligan and His Steam Shovel.* Boston: Houghton Mifflin Co., 1939. (1-3)

Choate, Florence. *Dance of the Hours.* New York: Harcourt, Brace & Co., 1934. (7-8) (Dancing)

Clemens, Nancy. *Under Glass.* New York: Longmans, Green & Co., 1937. (Florist)

Connolly, V. L. *Judy Grant, Editor.* New York: Dodd Mead & Co., 1940. (Editor)

DeLeeuw, Adele L. *Doll Cottage.* New York: The Macmillan Co., 1939. (7-8) (Handicraft)

Deming, D. *Penny Marsh, Public Health Nurse.* New York: Dodd Mead & Co., 1938. (Nursing)

Finger, Charles J. *A Dog at His Heels.* Philadelphia: J. C. Winston Co., 1936. (7-8) (Sheep herding)

Gallagher, L. B. *Frills and Thrills.* New York: Dodd Mead & Co., 1940. (The career of a young fashion designer.)

Gates, Doris. *Blue Willow.* New York: Viking Press, 1940. (4-6) (Migratory workers)

Grumbine, E. E. *Patty Breaks Into Advertising.* New York: Dodd Mead & Co., 1939.

Hall, Esther G. *Haverhill Herald.* New York: Random House, Inc., 1938. (7-8) (Country newspaper)

Haskell, Arnold Lionel. *Felicity Dances.* Philadelphia: J. B. Lippincott Co., 1938. (7-8)

Heyliger, William. *Mill in the Woods.* New York: D. Appleton-Century Co., 1936. (7-8) (Furniture making)

Hewes, A. G. *The Iron Doctor.* Boston: Houghton Mifflin Co., 1940. (A story of deep sea diving.)

Holling, H. C. *Book of Cowboys.* New York: The Platt and Monk Co., 1936. (4-6)

Horn, Madeline. *Farm on the Hill.* New York: Charles Scribner's Sons, 1936. (1-3)

Kelley, Robert F. *Press Box.* New York: Dodd Mead & Co., 1940. (The story of a young sports writer.)

Mallette, Gertrude E. *For Keeps.* Garden City: Doubleday, Doran & Co., 1936. (7-8) (Ranching in California)

Mallette, Gertrude E. *No Vacancies.* Garden City, N. Y.: Doran & Co., 1939. (Apartment house)

Meader, Stephen Warren. *T-Model Tommy.* New York: Harcourt Brace & Co., 1938. (7-8) (Trucking)

Medary, Marjorie. *Edra of the Islands.* New York: Longmans, Green and Co., 1940. (7-8) (Waitress in summer colony)

Miller, H. B., and D. *Bob Wakefield, Naval Aviator.* New York: Dodd Mead & Co., 1936.

Miller, Jane. *Dean and Don at the Dairy.* Boston: Houghton Mifflin Co., 1936. (1-3)

Provines, Mary V. *Bright Heritage.* New York: Longmans, Green & Co., 1939. (7-8) (Librarianship)

Raymond, M. T. *Sylvia, Inc.* New York: Dodd Mead & Co., 1938. (Handicraft)

Schlechter, A. A. *"Go Ahead Garrison!"* New York: Dodd Mead & Co., 1940. (A story of news broadcasting.)

Skidmore, Hubert. *River Rising.* Garden City: Doubleday, Doran & Co., 1939. (Mountain teaching)

Stern, E. M., and Cobb, M. R. *Betty Blake, O. T.* New York: Dodd Mead & Co., 1940. (Occupational therapy)

Streatfield, Noel. *Circus Shoes.* New York: Random House, Inc., 1939. (7-8)

Thompson, Mary. *Blue Horizon.* New York: Longmans, Green & Co., 1940. (7-8) (Interior Decorating)

Thompson, Mary. *Highway Past Her Door.* New York: Longmans, Green & Co., 1938. (7-8) (Farming and selling)

Towsey, Sanford. *Fisherman Tommy.* Boston: Houghton Mifflin Co., 1940. (4-6)

Urmston, Mary. *Forty Faces.* Garden City: Doubleday, Doran & Co., 1940. (Teacher)

Van Gelder, Bob. *Smash Picture.* New York: Dodd Mead & Co., 1938. (Adventures of a news cameraman.)

Wing, Paul. *Take It Away, Sam.* New York: Dodd Mead & Co., 1938. (The story of Sam Hubbard's Career in Radio.)

Worthington, Mary. *Sally and Her Kitchens.* New York: Dodd Mead & Co., 1939. (The story of Sally Lewis' career in home economics.)

Yeager, Dorr G. *Bob Flame in Death Valley.* New York: Dodd Mead & Co., 1937 (7-9) and others of this series.

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